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GUILFORD COLLEGE BULLETIN

CATALOGUE NUMBER
1915-1916

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GUILFORD COLLEGE, N. C.

QUEEN CITY PRINTING COMPANY
CHARLOTTE, N. C.

CALENDAR FOR 1916

JANUARY.

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CALENDAR FOR 1917

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College Calendar, 1915-16

Seventy-Ninth Academic Year

First Term, 1915—Eighteen Weeks

September 7—Tuesday, Registration and Classification.
September 8—Wednesday, 9 a. m.,
Formal Opening of the Year.
September 9—Thursday, 8:20 a. m., Recitations Begin.
November 6—Saturday, Mid-term Examinations.
November 25-26—Thursday and Friday,
Thanksgiving Holidays.
December 22 to January 4—Fourteen days,
Christmas Vacation.
January 17 to 22—Monday to Saturday,
Mid-year Examinations.

Second Term, 1916—Eighteen Weeks

January 24—Monday, Second Term Opens.
March 25—Saturday, Mid-term Examinations.
April 24—Monday, Easter Holiday.
April 29—Saturday, 8 p. m., Henry Clay Oratorical Contest.
May 6—Saturday, 8 p. m., Zatasian Oratorical Contest.
May 13—Saturday, 8 p. m., Websterian Oratorical Contest.
May 20—Saturday, 8 p. m., Philomathean Oratorical Contest.
May 27—Saturday, 8 p. m., Music Recital.
May 28—Sunday, 11 a. m., Baccalaureate Services.
May 28—Sunday, 8 p. m.,
Address before the Christian Associations.
May 29—Monday, 10 a. m., Class Day Exercises.
May 29—Monday, 7:30 p. m., Business Meeting of Alumni.
May 30—Tuesday, Commencement.
Summer Vacation Fourteen Weeks.

College Calendar, 1916-17

Eightieth Academic Year

First Term, 1916—Eighteen Weeks

September 5—Tuesday, Registration and Classification.
September 6—Wednesday, 9 a. m.,
Formal Opening of the Year.
September 7—Thursday, 8:20 a. m., Recitations Begin.
November 4—Saturday, Mid-term Examinations.
November 30 and December 1—Thursday and Friday,
Thanksgiving Holidays.
December 20—Wednesday, 4 p. m.,
Christmas Vacation Begins.
January 3—Wednesday, 8:20 a. m., Recitations Resumed.
January 15 to 20—Monday to Saturday,
Mid-year Examinations.

Second Term, 1917—Eighteen Weeks

January 22—Monday, Second Term Opens.
March 24—Saturday, Mid-term Examinations.
April 9—Monday, Easter Holiday.
April 28—Saturday, 8 p. m., Philomathean Oratorical Contest.
May 5—Saturday, 8 p. m., Henry Clay Oratorical Contest.
May 12—Saturday, 8 p. m., Zatasian Oratorical Contest.
May 19—Saturday, 8 p. m., Websterian Oratorical Contest.
May 26—Saturday, 8 p. m., Music Recital.
May 27—Sunday, 11 a. m., Baccalaureate Service.
May 27—Sunday, 8 p. m.,
Address before the Christian Associations.
May 29—Tuesday, Commencement.
Summer Vacation Fourteen Weeks.

College Calendar, 1917-18

Eighty-First Academic Year

First Term, 1917—Eighteen Weeks

September 4—Tuesday, Registration and Classification.
September 5—Wednesday, 9 a. m.,
Formal Opening of the Year.
September 6—Thursday, 8:20 a. m., Recitations Begin.

Board of Trustees

		Term Expires
N. C. English	Trinity, N. C.	1916
Wm. T. Parker	High Point N. C.	1916
Wm. H. Worth	Greensboro, N. C.	1917
Henry A. White	High Point, N. C.	1917
J. Elwood Cox	High Point, N. C.	1918
Jeremiah S. Cox	Greensboro, N. C.	1918
C. P. Frazier	Greensboro, N. C.	1919
E. C. Mendenhall	High Point, N. C.	1919
John B. Griffin	Woodland, N. C.	1920
David White	Greensboro, N. C.	1920
J. Van Lindley	Pomona, N. C.	1921
Chas. F. Tomlinson	High Point, N. C.	1921

J. Elwood Cox, *Chairman*
David White, *Secretary*

Advisory Committee

Bertha Cox	High Point, N. C.
Roxie D. White	Guilford College, N. C.
Mary M. Petty	Greensboro, N. C.
Mary D. Cox	High Point, N. C.
Mary E. M. Davis	Guilford College, N. C.
Priscilla B. Hackney	Greensboro, N. C.
Sandia C. Lindley	Pomona, N. C.
Gertrude W. Mendenhall	Greensboro, N. C.

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Officers—N. C. English, C. F. Tomlinson, C. P. Frazier.

Literary Department—C. F. Tomlinson, David White, H. A. White.

Boarding Department—C. P. Frazier, Wm. H. Worth, E. C. Mendenhall, J. Van Lindley.

Farm—W. T. Parker, N. C. English, E. C. Mendenhall, J. Van Lindley.

Auditing and Finance—J. S. Cox, H. A. White, John B. Griffin.

Campus and Forestry—J. Van Lindley, David White, Wm. H. Worth, E. C. Mendenhall.

Lights, Water and Heat—H. A. White, J. S. Cox, W. T. Parker.

Endowment Fund—N. C. English, Chairman; J. Elwood Cox, Treasurer; J. S. Cox, C. P. Frazier, H. A. White.

Committee to Confer with Committee from Yearly Meeting—J. S. Cox, N. C. English, C. P. Frazier.

FACULTY

THOMAS NEWLIN, A.M., PH.M., D.D., LL.D.

Graduate Haverford College, 1885; A. M., Haverford College, 1892; President Pacific College, Oregon, 1891-1900; Vice-President Wilmington College, Ohio, 1900-1902; Dean Guilford College, 1902-1907; Ph. M., University of Chicago, 1905; President Whittier College, California, 1907-1915; D. D., University of Southern California, 1915; LL. D., Whittier College, 1915; President Guilford College, since 1915.

LEWIS LYNDON HOBBS, A.M., LL.D.

PSYCHOLOGY AND LOGIC

A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS, A.M.

GREEK AND BIBLICAL LITERATURE

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek, Guilford College, since 1888.

H. LOUISA OSBORNE, A. B.

LATIN AND HISTORY

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, Summers 1888-1895, 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Assistant in Latin, Guilford College, since 1892.

GEORGE WILSON WHITE, A.B.

MATHEMATICS

A. B., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, 1893-1913; Assistant in Mathematics, since 1913.

CLEMENT ORESTES MEREDITH, A.B., PH.D.

LATIN

A. B., Guilford College, 1900; A. B., Haverford College, 1901; Chautauqua, New York, Summer 1901; Principal Guilford Graded School, North Carolina, 1901-1902; Scholar in Latin, Greek and French, Johns Hopkins University, 1906-1908; Student of Classical Philology in University of Berlin, 1909-1910; American School at Rome, Spring, 1910; Ph. D., Johns Hopkins University, 1912; Professor of Latin, Guilford College, since 1902.

JOHN STEELE DOWNING, A.M.

CHEMISTRY

B. S., Haverford College, 1911; Assistant in Chemistry, ibid., 1911-1912; A. M., ibid., 1912; Professor of Chemistry, Guilford College, since 1912.

JOHN BROOKS WOOSLEY, A.M.

HISTORY AND ECONOMICS

A. B., Guilford College, 1912; A. B., Haverford College, 1913; Teaching Fellow in History, ibid., 1913-1914; A.M., ibid., 1914; Professor of History and Economics, Guilford College, since 1914.

FLORENCE ERMINIE AYER, A.B.

FRENCH AND GERMAN

A. B., Wellesley College, 1914; French and German, Guilford College, since 1914.

SAMUEL WOOD GEISER, A.B., B.Sc.

BIOLOGY AND GEOLOGY

A. B. and B. Sc., Upper Iowa University, 1914; Assistant in Biology, ibid., 1911-1912; Principal Consolidated School of Brandon, Iowa, 1912-1913; Assistant in Zoology, Upper Iowa University, and Instructor in Biology, Normal School, Upper Iowa, 1913-1914; Professor of Biology and Geology, Guilford College, since 1914.

HOWARD HAINES BRINTON, A.M.

MATHEMATICS

A. B., Haverford College, 1904; A. M., Haverford College, 1905; Teacher Friends School, Philadelphia, 1905-1906; Barnesville Boarding School, 1906-1908; A. M., Harvard University, 1909; Mathematical Master Pickering College, Canada, 1909-1915; Graduate Student Columbia University, Summers 1913-1914; Professor Mathematics, Guilford College, since 1915.

MARK BALDERSTON, A.B.

PHYSICS

A. B., Haverford College, 1912; Student Harvard University, 1912-1913; Instructor Lafayette College, 1913-1915; Professor of Physics, Guilford College, since 1915.

WILLIAM EDWARD MOORE, A.M.

ENGLISH

B. S., Cumberland College, 1907; Lake Chautauqua, (N. Y.) Summer 1910; University of North Carolina, Summer 1911; Columbia University, Summer 1913; A. M., University of South Carolina, 1915; Principal of Trenton (N. C.) State High School, 1910-1912; Superintendent of Heath Springs, S. C., Public Schools, 1912-1913; Principal of The McMaster School, Columbia, S. C., 1913-1915.

JOSEPH H. PEELE, B.S.

ASSISTANT IN ENGLISH

B. S., Guilford College, 1891; Principal Guilford Graded School, N. C., 1909-1911; Student Summer School, Knoxville, Tenn., 1911; Emerson College of Oratory, Boston, Mass., 1911-1912; Assistant in English and Professor of Public Speaking, Guilford College, since 1912.

ALMA TAYLOR EDWARDS, A.B.

ASSISTANT IN LATIN AND MATHEMATICS

A. B., Guilford College, 1907; Bryn Mawr College, 1907-1908; University of Virginia Summer School, 1911; Teacher of Latin and Mathematics, Chester High School, S. C., 1908-1910; Teacher of Latin and Mathematics, Pineland School for Girls, N. C., 1910-1914; Assistant in Latin and Mathematics, Guilford College, since 1914.

JENNIE WILSON PAPWORTH, B.MUS.

B. Mus., University of Illinois, 1909; Student of Music, Cleveland, Ohio, Boston, New York; Student in Paris, Summer of 1904; Director of Music, Guilford College, 1905-1908; Teacher, Organist and Choir Director, St. Paul's Episcopal Church, E. Cleveland, 1910-1914; Teacher South End Music School, Boston, 1914-1915; Piano, Guilford College, since 1915.

PAULINE WHITE, A.B.

VOCAL MUSIC

A. B., Earlham College, 1912; Public School Music Certificate University of Illinois, 1915; Vocal Music, Guilford College, since 1915.

Officers of Administration

THOMAS NEWLIN, A.M., PH.M., D.D., LL.D.
President

CLEMENT ORESTES MEREDITH, PH.D.
Dean

GEORGE W. WHITE, A.B.
Treasurer

JULIA S. WHITE, B.S.
Librarian

SARAH E. BENBOW
Matron

ALMA T. EDWARDS, A.B.
Secretary of the Faculty

MAUD L. GAINEY
Secretary to the President

Committees of the Faculty

Bulletin—L. L. Hobbs, C. O. Meredith, Geo. W. White, Miss Osborne.

Library—Miss Julia S. White, J. F. Davis, J. S. Downing, W. E. Moore.

Athletics—W. E. Moore, John B. Woosley, J. S. Downing.

Discipline—John B. Woosley, Miss Osborne, L. L. Hobbs, Miss Edwards, C. O. Meredith.

Social—Miss Osborne, Miss Benbow, John Woosley, Samuel W. Geiser.

Physical Culture for Girls—Miss Pauline White, Miss Ayer, Miss Edwards.

Credentials—C. O. Meredith, L. L. Hobbs, Miss Ayer, Mark Balderston.

Lectures and Debates—C. O. Meredith, Miss Osborne, W. E. Moore.

The President of the College is *ex-officio* a member of all committees.

HISTORICAL SKETCH

New Garden Boarding School

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and seventeen years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent a short time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership—a true democracy. Accordingly, we find among the Friends of our state early discussions of educational needs and a concern arose in the yearly meeting in 1833 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other states, and notably of George Howland, of New Bedford, Mass. The decision was reached to found a boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

Thus was founded New Garden Boarding School, which was opened on the first day of August, 1837,

there being present the first term fifty students—twenty-five boys and twenty-five girls—and it has been operated from that day forward with no interruption, even during the Civil War.

Guilford College

After fifty-two years of New Garden Boarding School there was a demand for expansion and extension of the course of study. This led to the organization of Guilford College, which was chartered by the state in 1888, with authority to confer academic degrees upon the completion of a college course.

Location

The founders of the school were careful to select a central locality, well reputed for healthfulness of climate, removed from immoral influences or distractions of any kind. A farm six and one-half miles west of Greensboro was chosen in the midst of a progressive neighborhood. The college is one mile from the railroad station, on the line from Greensboro to Winston-Salem. Here the school and college were founded in the midst of a most beautiful campus of more than thirty acres, well set in native oaks, gums and poplar trees. For nearly eighty years the institution has flourished and developed.

Material Equipment

The Farm and Campus

The farm consists of 300 acres which is carried on as a truck and dairy farm. It has in recent years been brought under a splendid system of cultivation with silo and dairy barn. The fresh vegetables and the

dairy products form an important part of the table supply. The farm and the dairy constitute an object lesson of great value to all students who are interested in agricultural pursuits.

Thirty acres of this three hundred are set aside for campus, and on this ten principal buildings are placed.

Founders Hall

This is the oldest building in the group, and was erected in 1837, but has, in recent years, been entirely remodeled inside. The second and third floors are used as dormitory for girls; the first floor contains the matron's rooms, reception rooms, the young women's society halls, the Treasurer's office and the book store. The dining room and kitchen are also in this building.

Archdale Hall

This hall was erected in 1886 and was named in memory of the Quaker Governor, John Archdale. It is used as a boys' dormitory and will comfortably accommodate forty-six young men, besides rooms for two teachers.

The Y. M. C. A. Hall

This hall was built in 1891 to accommodate the Young Men's Christian Association. Besides the room for their meetings, the building also serves as a dormitory for young men.

Memorial Hall

Benjamin N. and James B. Duke, who were educated at New Garden Boarding School, gave ten thousand dollars with which to erect a hall to accommodate the Science departments and also supply an auditorium.

This building was erected in 1897 and named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon. The President's office is in this building.

New Garden Hall

This building was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of the girls who desire an education, and who are willing to help themselves by doing their own work and thus lessening their expenses. The hall has every convenience of a modern home. It has rooms for forty-eight girls, besides a reception room and living rooms for the matron.

The Library

This building was erected in 1909 with the aid of a donation by Andrew Carnegie. This building is modern in all its appointments, having a fire-proof stack room, with steel shelving, and a large vault in which are stored many valuable manuscripts of North Carolina Quaker annals. The reading room is large and well lighted and is an ideal place for study and research.

The Library was destroyed by fire in 1908, only about one thousand volumes being saved. The primary object in restocking the Library has been use, hence our facilities for reference and research work are especially worthy of comment. The Library is intended to be, and is well fitted to be, the workshop of the College, the center of the intellectual life of the College.

There are now over ten thousand volumes in the Library and these are free daily to students and persons connected with the College. The largest donation

has come during the past year, consisting of the entire library of Anna Yarnall, of Philadelphia. The reading room is well supplied with the state papers, and the best of the great magazines and periodicals representing general literature and the special departments.

King Hall

The present King Hall is the third building so named, the two former having been destroyed by fire. The building as now constructed contains eight large class rooms, and the Physics Laboratory. This building is only the rear extension of the proposed King Hall.

Cox Hall

This is a dormitory for young men, built in 1912 in three sections, furnishing ideal accommodations for fifty-four students. There is a bath room for each group of four rooms and hot and cold water in each room.

The Church

This church was erected in 1912 as a Yearly Meeting House, but it also serves for the regular religious meetings of the College community.

The Gymnasium

Among the most used buildings is the gymnasium for physical culture for both boys and girls. The floor space is 50 x 76 feet, with two galleries. This is a wooden building, all the others being brick.

These ten buildings, together with the electric light and heating plant, and also a number of residences and cottages on the campus constitute our building equipment.

The Laboratories

The Chemical Laboratory occupies one large desk room and a recitation room. This laboratory is well equipped for chemical work, both in material and apparatus, and students have a good chance here to get a thorough foundation in this science. Situated in Memorial Hall.

The Biological Laboratory and lecture room adjacent are well lighted, with desks and lockers for twenty-one students working at the same time. There is also a private laboratory for the professor. The apparatus consists of microscopes and appliances, physiological apparatus, bacteriological apparatus and much material. This laboratory is in Memorial Hall.

The Physics laboratory is situated in King Hall and is well supplied with apparatus and material for full courses in Physics.

Endowment

The encouragement to make still greater provision for the future which has been received from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds. From an early period the school has had assistance in a financial way; but in more recent years the donations to the endowment have been greatly augmented.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving $45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College $25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford

County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave $15,000 to the endowment, making their total donations to Guilford $25,000. Among the benefactors is Samuel Hill, who gave $5,000 in memory of his father, Nathan B. Hill, and $6,000 subsequently for improvements in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of $5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of $12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of $5,000 is in memory of Francis White, who, in his lifetime, gave assistance and great encouragement to the work of education in North Carolina.

The Jonathan E. Cox Fund of $3,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin fund of $1,300 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson fund of $1,500—a scholarship fund.

The Richardson Fund of $2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of $1,000, by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of $1,000, by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of $5,000, by will of Francis T. King—for care of buildings and campus.

The Wells Fund of $1,000—scholarship fund.

The Doctor Dicia Baker Fund of $5,000, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of $500—for Girls' Aid Committee of North Carolina YearlyMeeting.

The total sum of permanent funds—those named above and others—is $181,392.90. The value of material equipment, including buildings, furniture, apparatus, and farm with its outfit, is $210,650.

Summary of Equipment

These ten buildings, planned and equipped with much care and expense, provide excellent means for conducting the work of the College; and attention is called to them as an indication of the growth of the College, as well as its promise of continuance of good solid educational work.

For young men, we have three dormitories, and also the cottages for those who desire to lessen living expenses; and for girls, Founders Hall and New Garden. Founders has recently been renewed entirely, except the walls and roof, and made a comfortable, up-to-date home for young women, the expense for which, including heat, has been nearly as great as would be required to erect a new building. New Garden was well planned from the start, and combines many attractive features as well as the conveniences of a modern dormitory.

For academic work, we have Memorial Hall, containing two laboratories—the chemical and biological —the Museum of Natural History, auditorium, music rooms, two class rooms and the president's office, and

the two buildings, the Library and King Hall, which afford good facilities for instruction and study.

To any one who will take time to think about it, the large outlay here represented will reveal a fine equipment for doing good work in the field of education; and these buildings will also show a remarkable expansion and a corresponding improvement made at Guilford College in recent years.

One should also take into consideration the location of these buildings, the large farm owned by the College and the athletic fields, especially the recent work done on the baseball grounds, the making of a running track and the leveling of the inclosed circle to be used as a baseball field; and also the work done recently for the girls' athletic grounds, in the way of leveling and terracing their field west of New Garden Hall. Much more work is to be done in laying out tennis courts for the girls and in leveling the grounds and putting the same in grass, especially the terracing.

The electric plant and system of water supply give the place the conveniences of a city with the advantages of quiet surroundings conducive to study and simplicity of living.

These various and excellent arrangements have been made possible by the generosity and helpfulness of a large circle of friends of Guilford College, and everything has been done with a view to giving young people, young women, as well as young men, a healthful and stimulating place at which to spend a few years in substantial educational work and trainng.

These material equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and mainte-

nance of an education center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for their own sakes and for the sake of all those whose lives they will in any way affect.

The location of the College, in the Piedmont section of the state, one thousand feet above sea, may be considered a part of the material equipment. The supply of pure water, from a well 364 feet deep, is a means of promoting good sanitary conditions, for nothing is more important in the production of strength of body, of mind and of character than environment. The air we breathe, the water we drink, and the food we consume and the total outlay of energy, thought and money should be so co-ordinated as to exert the greatest possible beneficial effect upon the body of young people whose immediate and future interests are at stake.

Every one needs a comfortable and safe place to live, a place in which the very atmosphere, figuratively speaking, will call the mind to the true and the beautiful and the good, and thus tend, in a very powerful way, to bodily and mental vigor, and to that ideal of religious activity in which one by losing one's life shall find it.

REQUIREMENTS FOR ADMISSION

Preparation

Those who have access to a high school or other preparatory school are expected to complete four years in order to enter the Freshman class. The power and training secured in systematic study for four years in a high school are a good preparation for entering upon a college course. A chief cause of failure in college work is unsatisfactory preparation.

Students will find that a thorough working knowledge of the preparatory subjects is absolutely essential in order to take up the work of the college course.

Admission of Students

Application for admission should be made upon forms which will be furnished on request.

Applicants for admission to the Freshman class must (1) present a letter of recommendation as to moral character; (2) present a certificate of recommendation in scholastic work; or (3) by examination give evidence of proficiency in required subjects.

Students coming from accredited schools, if recommended in fourteen units, in which the required units are included, are given Freshman standing. A study taken for one year, five times a week, is valued at one unit. Credentials in all cases should be sent to the President as early as possible.

Credits allowed on credentials are in all cases conditional. A student has only probationary standing for the first term and the period of probation may be prolonged if the work is unsatisfactory.

Required Preparatory Subjects for All Courses

English	3 units
Algebra	1½ units
Plane Geometry	1 unit
*A Foreign Language	4 units
History	1 unit
Physical Geography	½ unit
Physiology	½ unit
Electives	2½ units

Candidates for the degree of Bachelor of Arts must present four units of Latin as a Foreign Language requirement. Candidates for the degree of Bachelor of Science must present four units of Foreign Language, two of which must be either French or German.

Conditional Admission

Twelve units of the required units will be accepted for conditional entrance to the Freshman class, but no student will be granted Junior standing who has entrance conditions.

Admission to Advanced Standing

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

*Students who are unable to present 2 units of French or German for admission may take French A or German A in college to remove conditions in these subjects.

Special Students

Persons of mature age who for special reasons are not able to pass the tests for conditional Freshman standing may be admitted as special students. No student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study special subjects for which he is prepared, or he may take general academic study in preparation for professional education. If he should decide to become a candidate for a degree he must satisfy the regular requirements for admission. In the annual register of attendance each special student is indicated as such, and not as a candidate for a degree.

Table of Subjects Accepted for Entrance

SUBJECTS	TOPICS	UNITS
English A	Grammar and Analysis	1
English B	Composition and Elementary Rhetoric	1
English C	Selections of Literature	1
Mathematics A	Algebra to Quadratics	1
Mathematics B	Quadratics, etc., Binomial Theorem	½
Mathematics C	Plane Geometry, complete	1
Mathematics D	Solid Geometry	1
History A	Ancient	1
History B	Mediæval and Modern	1
History C	English	1
History D	American	1
Latin A	Grammar and Composition	1
Latin B	Cæsar, four books and Composition	1
Latin C	Cicero, four orations and Composition	1
Latin D	Virgil, four books and Composition	1
Greek A	Grammar and Composition	1
Greek B	Xenophon, four books	1
German A	Grammar and Composition	1
German B	Reading and Exercises	1
French A	Grammar and Composition	1
French B	Reading and Exercises	1
Science A	Physical Geography	½
Science B	Chemistry	1
Science C	Physics	1
Science D	Physiology	½
Civics	Civil Government	½

SPECIFICATIONS REGARDING ENTRANCE UNITS

English

English A—Grammar and Analysis.....One Unit

Spelling, parts of speech, inflection, syntax, structure of sentences, punctuation, use of capital letters, elementary composition.

English B—Composition and Elementary Rhetoric One Unit

Choice of words and their mutual relations, paragraphing and form, different kinds of composition, including letter writing, narration, description, exposition, abundant practice in composition, with readings from masterpieces of American Literature.

English C—Literature.....One Unit

The student is required to give careful study to the following: Shakespeare's Macbeth; Milton's L'Allegro, Il Penseroso, Comus, Lycidas, and some of his Sonnets; Scott's Lady of the Lake; Arnold's Sohrab and Rustum; Carlyle's Essay on Burns.

The student is required to read two selections from each of the following groups:

I. Genesis, Exodus, Joshua, Judges, Samuel, Kings, Daniel, Ruth, Esther; Homer's Iliad; Virgil's Æneid.

II. Merchant of Venice; As You Like It; Twelfth Night; Henry V; Julius Cæsar; Midsummer Night's Dream.

III. Robinson Crusoe; Vicar of Wakefield; Ivanhoe; House of Seven Gables; David Copperfield; Silas Marner; Treasure Island; Cranford.

IV. Pilgrim's Progress; Franklin's Autobiography; Parkman's Oregon Trail; Stevenson's Inland Voyage and Travels with a Donkey; Sir Roger de Coverley Papers; Macaulay's Essay on Warren Hastings; Irving's Sketch Book.

V. Gray's Elegy, and Goldsmith's Deserted Village; Coleridge's Ancient Mariner, and Lowell's Vision of Sir Launfal;

Scott's Lay of the Last Minstrel; all of Wordsworth, Shelley, and Keats in Palgrave's Golden Treasury; Longfellow's Miles Standish, and Whittier's Snowbound; Tennyson's Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur; Byron's Childe Harold, Canto IV, and Prisoner of Chillon.

Mathematics

Mathematics A and B—Algebra
One and One-Half Units

Covering the four fundamental operations of algebra, factoring, highest common factor and lowest common multiple, fractions, simple equations, simultaneous simple equations, involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions.

Mathematics C—Plane Geometry.....One Unit

Five books and numerous original exercises taken from other sources.

Mathematics D—Solid Geometry.....One Unit

With original exercises and problems.

History

In all of the following work a knowledge of historical geography is required. Not more than three units of credit in history will be accepted, the selections to be made from the following:

History A—Ancient.....One Unit

History of Greece to the death of Alexander, and history of Rome to the overthrow of the empire of the west, or to the death of Charlemagne.

History B—Mediæval and Modern.....One Unit

The general history of western Europe from the fifth century, or from the division of Charlemagne's empire to the close of the nineteenth century.

History C—English.....One Unit

The political and social history of England from the period of the Roman occupation to the present day.

History D—American.....One Unit

A general outline of United States history, including the period of discovery and settlement, the growth of the English colonies, the French and Indian wars, the revolution and the adoption of the constitution, the growth and expansion of the Union, the slavery conflict, the Civil War and reconstruction, and the recent development of the nation.

Latin

Latin A—Grammar and Composition.....One Unit

Pronunciation, accent, quantity, thorough drill in forms, word formation, syntax, translation of elementary Latin sentences into English, elementary exercises in Latin prose composition.

Latin B—Cæsar.....One Unit

First four books of Cæsar's Gallic War, thorough knowledge of its subject matter, familiarity with forms and construction, continued practice in Latin prose composition.

Latin C—Cicero.....One Unit

Cicero's Orations against Catiline; continued practice in prose compositon.

Latin D—Virgil.....One Unit

Four books of Virgil's Æneid, forms and construction of poetry, hexameter verse, continued practice in prose composition.

Greek

Greek A—Grammar and Composition.....One Unit

The forms, inflections, and idioms of Attic prose, syntax, prose composition—one year's work.

Greek B—Xenophon.....One Unit

Four books of Xenophon's Anabasis, study of Greek irregular verbs, syntax, translation of Greek into English and English into Greek.

German

German A—Grammar and Composition....One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 100 pages of texts suitable for first year work.

German B—Reading and Exercises.....One Unit

Continued practice in grammar, dictation, conversation, oral translation from German into English and English into German, and about 300 pages of texts suitable for second year work, along with written exercises in prose composition.

French

French A—Grammar and Composition.....One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 150 pages of texts suitable for first year work.

French B—Reading and Exercises.....One Unit

Continued practice in grammar, dictation, conversation, oral translation from French into English and English into French, and about 300 to 400 pages of texts suitable for second year work, along with written exercises in prose composition.

Science

Science A—Physical Geography.....One-half Unit

The knowledge obtainable from a standard school text-book on this subject.

Science B—Chemistry.....One Unit

Including class room and laboratory work in the elements of chemistry. At least five exercises a week for one school year. A notebook should be presented.

Science C—Physics.....One Unit

Any standard school text-book, including class work with lecture demonstrations, problem work and simple laboratory experiments.

Science D—Physiology.....One-half Unit

A standard school text-book, with demonstrations and simple experiments. Special attention should be given to such practical subjects as sanitation, diet, and personal hygiene.

Civics

Civics.....One-half Unit

A general study of the Constitution of the United States and the organization of the executive, legislative and judicial departments of the government; the division of governmental functions between the national and state governments; and the organization and operation of the state governments.

GROUPS OF STUDIES

The groups following are constructed in accordance with (1) the required studies and (2) electives. Besides fulfilling the requisite in required studies the student, in any group, must take at least three years' work in a single subject, known as the major subject. The student will select his group according to the major subject which he prefers. The selection of a group should be determined upon entrance into the Sophomore year. Electives entitle the student to select any studies which he may choose not in conflict with the authorized program of recitations, provided always that required studies must take precedence of electives in classification. The program of recitations will conform to the groups as outlined.

Departments of Instruction

Instruction is given in the following departments:

I Latin.
II Greek.
III German.
IV French.
V English.
VI Bible.
VII History.
VIII Economics.
IX Philosophy.
X Mathematics.
XI Physics.
XII Biology.
XIII Chemistry.
XIV Business Education.
XV Music.
XVI Public Speaking.

The Courses of Study are differentiated into the following groups:

AI. Ancient Classical in which Latin and Greek are made prominent and required throughout the course.

AII. English Classical in which English is required throughout the course, together with two years of Latin and two years of Modern Language.

AIII. Political Science in which History, Political Science, and Sociology are required throughout the course.

BI. Chemistry, in which Chemistry and Physics are required, one year of Biology and two years of Modern Language.

BII. Mathematics and Physics in which these subjects are major subjects, together with one year of Biology and two years of Modern Language.

BIII. Biology, in which this subject is required as a major subject, together with Chemistry and two years of Modern Language.

Two academic degrees are offered by Guilford College, Bachelor of Arts, and Bachelor of Science.

All candidates for the degree of Bachelor of Arts must have completed a minimum of 126 term hours in the following courses:

Prescribed in Group AI

Latin	16 hrs.	Philosophy	5 hrs.
Greek	16 hrs.	*Modern Language	16 hrs.
English	12 hrs.	Biology	8 hrs.
Mathematics	10 hrs.	Latin or Greek	16 hrs.
History	6 hrs.	Biblical Literature	8 hrs.
Physics	4 hrs.	Elective	10 hrs.
Chemistry	4 hrs.		

*The Modern Language requirement is 16 hours of one language, either French or German.

Prescribed in Group AII

English	24 hrs.	Physics	4 hrs.
Latin	16 hrs.	Philosophy	5 hrs.
*Modern Language	16 hrs.	Chemistry	4 hrs.
Mathematics	10 hrs.	Biblical Literature	8 hrs.
History	6 hrs.	Elective	31 hrs.
Biology	8 hrs.		

Prescribed in Group AIII

History	14 hrs.	Physics	5 hrs.
History or Latin	8 hrs.	Chemistry	4 hrs.
Economics	7 hrs.	Biology	8 hrs.
Sociology	3 hrs.	Banking	3 hrs.
Ethics	3 hrs.	Philosophy	5 hrs.
English	18 hrs.	Biblical Literature	8 hrs.
*Modern Language	16 hrs.	Elective	20 hrs.
Mathematics	10 hrs.		

All candidates for the degree of Bachelor of Science must have completed a minimum of 126 term hours in the following courses:

Prescribed in Group BI

Chemistry	29 hrs.	†Modern Language	16 hrs.
Physics	12 hrs.	Philosophy	5 hrs.
Biology	8 hrs.	Biblical Literature	8 hrs.
Mathematics	10 hrs.	History	6 hrs.
English	12 hrs.	Elective	24 hrs.

Prescribed in Group BII

Mathematics	32 hrs.	History	6 hrs.
Physics	16 hrs.	†Modern Language	16 hrs.
Chemistry	12 hrs.	English	12 hrs.
Biology	8 hrs.	Philosophy	5 hrs.
Biblical Literature	8 hrs.	Elective	16 hrs.

Prescribed in Group BIII

Biology	24 hrs.	†Modern Language	16 hrs.
Chemistry	17 hrs.	Geology	8 hrs.
Physics	4 hrs.	Philosophy	5 hrs.
Mathematics	10 hrs.	Biblical Literature	8 hrs.
English	12 hrs.	Elective	21 hrs.
History	6 hrs.		

*The Modern Language requirement is 16 hours of one language, either German or French.

†Students must take Course A in the language not presented for admission, and in addition Course I in either of the languages.

In order to aid the student in his work the following scheme is proposed and it is expected that all students will choose studies according to this scheme.

Freshman Year—First Term

Not less than 16 nor more than 18 hours from the following subjects, the choice being limited by the Group selected.

Livy	4	German or French	4
English I*a*	4	History	3
Greek	4	Physics A	4
Mathematics I*a*	5		

Sophomore Year—First Term

Latin	4	German or French	4
History	3	Biology	4
English II	2	Chemistry I	4
Greek	4	Physics I	4
Physics A	4	Mathematics II	4

After this the selection should be made under the careful advice of the major professor.

DEPARTMENTS OF INSTRUCTION

Latin

I. Livy.—This course embraces two books of Livy with composition weekly. Rapid reading and sight reading on easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Four hours a week. Fall term. Freshman.

II. Tacitus.—This course embraces the Germania and Agricola. Also either the Poet Archias of Cicero, or composition, as the case demands, is required. The Germania is studied for its intrinsic value as history; the Agricola is studied as history and as a biography. The Agricola of Tacitus and the Poet Archias of Cicero are studied as masterpieces in Latin literature. Four hours a week. Spring term. Freshman.

III. Selections from Virgil.—This course embraces Georgics I and IV, and selections from the Æneid. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrate Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Fall term.

IV. Selections from Ovid and Propertius.—This course embraces selections from the Elegies of Ovid

and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. Fall term.

V. HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Spring term.

VI. CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. Spring term.

VII. ROMAN COMEDY.—This course embraces the Captivi and Trinumus of Plautus, the Andria and Adelphoe of Terence. It is the intention of this course to give the student an idea of the fundamental qualities of Roman comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used—two very essential elements toward a correct understanding of the literature of a people. Three hours a week. Fall term.

VIII. TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Spring term.

Greek

I. The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II. In the second year, the third book of the Anabasis, and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III. During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

German

Students wishing to qualify for German I may present a satisfactory certificate of their school instruction in German or pass an examination over the work required in German A.

Course A.—Course for beginners. Pronunciation and grammar; oral and written exercises; dictation; sight translation; reading of simple German prose.

Texts. — Spanhoofd, Lehrbuch der deutschen Sprache; Müller and Wenkebach, Glück Auf; Storm, Immensee, or equivalents. Four hours a week.

Course I.—Prerequisite Course A. Grammar and composition; oral and written reproduction of selected passages of texts read; dictation; reading of prose and poetry.

Texts—Willkommen in Deutschland; Im Vaterland; Goethe, Hermann und Dorothea; Schiller, der Neffe als Onkel; Zschokke, der zerbrochene Krug or equivalents. Four hours a week.

Course II.—Prerequisite Course I. Advanced grammar; oral and written summaries of texts; extensive reading of prose and poetry.

Texts.—Chosen from such authors as Schiller, Lessing, Goethe, Freytag, Kleist. Three hours a week.

Course III.—An advanced course in German literature open to those who have completed Course II.

French

Students wishing to qualify for French I may present a satisfactory certificate of their school instruction in French or pass an examination over the work required in French A.

Course A.—Course for beginners. Pronunciation and grammar; oral and written exercises; dictation; sight translation; reading of simple French prose.

Texts.—Chardenal's Complete French Course; Talbot, Le Francais et sa Patrie; Labiche and Martin, Le Voyage de M. Perrichon; Daudet, Le Petit Chose, or equivalents. Four hours a week.

Course I.—Prerequisite Course A. Grammar and composition; oral and written reproduction of selected passages of texts read; dictation; reading of prose and poetry.

Texts.—Fraser and Squair's Grammar, Part II; Francois Introductory French Prose Composition;

Malot, Sans Famille; Daudet, Morceaux Choisis; Lamartine, Jeanne d'Arc; Pailleron, Le monde ou l'on s'ennuie, and others. Four hours a week.

Course II.—Advanced grammar; study of the history of French literature based on an Histoire de la littérature francaise; reading of representative texts; oral and written reviews of texts read; special topics. Three hours a week.

Course III.—An advanced French literary course open to those who have completed Course II.

English

English I*a* and I*b* are required of all Freshmen, English II of all Sophomores. The other courses are elective.

I*a*. This course covers the principles of rhetoric and composition. Attention is also given to the reading and careful analysis of model prose selections taken from the best English and American writers. Lectures on the history of the English language. Frequent themes. Four hours, first half year.

Text.—Genung, Handbook of Rhetorical Analysis.

I*b*. English Literature.—The second half year presents a general survey of English Literature from the Anglo-Saxon age to the present day. Lectures, readings in class, outside readings and reports. Four hours, second half year.

Text.—Moody and Lovett, English Literature.

II. Sophomore Composition.—Constant practice in the various forms of prose composition. This course also includes some practice in oral composition. In the

second half year lectures on the appreciation of literature. Readings from selected authors. Two hours throughout the year.

Text.—Wendell, English Composition; Lomer and Ashmun, The Study and Practice of Writing English.

III*a*. Elizabethan Drama.—This course is intended to acquaint the student with the drama of the age of Elizabeth. It consists of an historical survey of the drama, a study of the playwrights immediately preceding Shakespeare with respect to their influence upon him, a study of Elizabethan society and playhouses, and a few of Shakespeare's early plays. Elective. Three hours, first half year.

Text.—Neilson, Chief Elizabethan Dramatists.

III*b*. This course is a continuation of III*a*. All the plays of Shakespeare, several of which are studied critically in class. Lectures on his development as a dramatist. Elective. Three hours, second half year.

IV*a*. Nineteenth Century Prose.—During the first half year attention is given to the English prose masters of the nineteenth century, and a more or less critical examination of some of their works. Lectures, readings in class, outside readings and reports. Elective. Three hours a week, first half year.

IV*b*. Nineteenth Century Poetry.—Lectures on the lives and works of Coleridge, Wordsworth, Shelley, Byron, Keats, Arnold, Tennyson, Browning, Rossetti, Morris and Swinburne. Lectures, class room discussions, outside readings and reports. Elective. Three hours, second half year.

Va. American Literature.—The purpose of this course is to give the student a general survey of American Literature from 1607 to the present day, with a more or less intensive study of the representative writers of each period. Lectures, recitations, outside readings and reports. Elective. Three hours, first half year.

Text.—Wendell and Greenough, History of Literature in America.

Vb. Types of Fiction in the Eighteenth and Nineteenth Centuries.—Typical movements in the development of fiction writing since 1700. The English novel of manners, the historical novel, romantic and realistic tendencies, the novel of purpose, the psychological romance, and various types of the short story will be studied. Lectures, outside readings and reports. Elective. Three hours, second half year.

Biblical Literature

The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetical writings during the Fall term. The Spring term is devoted to the study of the four Gospels. Four hours a week. One year. Required of all students in their Junior or Senior year.

Teacher Training

The great stress in this course is laid on the Bible and its use in Sunday School and home. Text-book, lecture, and required readings and investigation on as-

signed subjects. Especially arranged for Christian workers in Sunday School and church. Three hours, first term.

New Testament Doctrines

This course deals with the original message of Christianity as given by Christ and the Apostles in the Gospels, Acts, and Epistles. Three hours, second term.

The Life of Christ

This course will include a study in the harmony of the Gospels, a separate analysis of each Gospel that its particular message may be seen, a few of the outstanding truths of Christian doctrine, the geography of Palestine, memory work, oral reading in class and outside readings. Four hours, first term.

History

I. Mediæval and Modern History.—In this course the history of Western Europe is studied, outlining the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the library and reports on special topics form an essential part of the course. Three hours a week. One year. Elective in Political Science Group in Freshman year. Required in all other Groups in the Sophomore year.

II. English History.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English

Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as an elective in Freshman year in Political Science Group and as a requirement of Sophomores in all other groups.

III*a*. CONSTITUTIONAL HISTORY.—This is a study of the formation and development of the United States Government, with a close examination of its present form and workings. It is, therefore, a combination of history and advanced civics. A text-book is used, but considerable reference work in the Library is required, the results of which are embodied in themes at regular intervals during the term. The aim is not only to develop a knowledge of the history and workings of the government, but to stimulate an interest in current political life and its responsibilities. Four hours a week. Fall term. Required in the Political Science Group; elective in Junior or Senior year in all other groups.

III*b*. CONSTITUTIONAL HISTORY.—The nature and origin of government will be traced, together with the development of the modern states: England, France, Switzerland and Germany. This is followed by a study of the general form and working of these governments, with emphasis on the legislative, administrative and judicial functions. Reference work on the subject matter of the course and the current political and diplomatic situation in Europe is done in the library and reports made to the class. Each member of the class is required to make an independent study of some government not treated in the class and write a theme on

it. Four hours a week. Spring term. Required in the Political Science Group; elective in Junior or Senior year in all other groups.

IV. American History.—This is a course in advanced American History, and deals with origins, movements and developments rather than mere incidents and facts. A text-book will form the basis of the course, but broad readings, reports, lectures, and discussions will form the major part of the work. The study will extend throughout the year, reciting four hours a week, but will be divided into two parts, as follows:

(*a*) Fall term: 1492-1789—Colonial Period, Revolution and Independence; Formation of the Government and Origin of Parties.

(*b*) Spring term: 1789-1916—National Development and Expansion; Slavery Controversy; Civil War and Reconstruction; Period Since the War.

Courses IV*a* and IV*b* alternate with III*a* and III*b*.

Economics

I. Economics.—This is a general introduction to the principles of political economy. Its purpose is to give a general understanding of current American economic problems and of the forces underlying our industrial life, thus preparing students for more advanced study and the duties of citizenship. The course consists of text-book, collateral reference work and a theme by each student based on a study of some practical economic problem. Four hours a week. Fall term. Junior or Senior.

II. Economics.—This course is a continuation of Economics I. In it a more thorough study is made of certain phases of political economy, including money and banking, transportation, corporations and the tariff. Four hours a week. Spring term. Junior or Senior.

III. Sociology.—This course strives to explain the basis of society, the social institutions, social pathology and the remedies, and social psychology and progress. Collateral readings and the study of some current social problem is required of each member of the class. Three hours a week. Fall term. Senior.

Philosophy

I. Psychology.—A course in general psychology seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Senior.

Text.—James' Psychology Briefer Course.

II. Logic.—Careful attention is given in this course to definitions and explanation of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

Text.—Jevon's Lessons in Logic.

III. Ethics.—In this course the trend of Christian ethics will be considered historically, and at attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with a theme on some phase of ethical study. Three hours a week. Spring term. Senior.

IV. Methods of Teaching.—The course in Pedagogy is embraced under the designation of Methods of Teaching and consists of a two-hour course each week for the entire Spring term of eighteen weeks. Hamilton's "Recitation" is used as a text-book and also James' "Talks to Teachers." By a discussion of these texts in class with special reference to methods as denoted by such expressions as Induction and Deduction, Analysis and Synthesis, a posteriori and a priori knowledge much valuable instruction is given that will be useful to those who wish to prepare themselves for teaching. Not only is use made of the brief course in Psychology in James' "Talks," but many members of the classes in the course in Methods have had before entering the study all the Psychology contained in James' Smaller Treatise on Psychology with reference also to his complete work in two volumes. The fact is never lost sight of that knowledge of the subject to be taught is an absolutely necessary preparation for successful teaching and is the fundamental factor.

Mathematics

I*a*.—College Algebra.—This course begins with a review of the ground work of elementary algebra, and includes logarithms, undetermined coefficients, the binomial theorem for fractional and negative exponents, permutations and combinations, and a brief introduction to the theory of equations. Five hours. Fall term.

Text.—Fine's College Algebra.

I*b*.—Solid Geometry.—Three hours. Spring term.

Text.—Wells' New Plane and Solid Geometry.

Ib.—Plane Trigonometry.—Two hours. Spring term.

Text.—Wells' New Plane Trigonometry.

II. Plane and Solid Analytic Geometry.—Four hours throughout the year.

Text.—Smith and Gale's New Analytic Geometry.

III. Differential and Integral Calculus.—Prerequisite, Mathematics II. Four hours throughout the year.

Text.—Townsend and Goodenough's A First Course in Calculus.

IV. Differential Equations.—Three hours throughout the year.

Text.—Cohen's Elementary Differential Equations.

No credit will be given in Courses II, III, and IV for less than a year's work.

V. Surveying.—The recitations cover the construction, use, and adjustment of the compass, surveyors and solar transit and level, the use of chains, tapes, rods, and other instruments; land surveying, computations, including balancing, supplying omissions, finding areas and dividing land, and United States public land surveys. The field work and computations afford practice chiefly in making a traverse and transit and chain, in leveling, in adjustments of transit and level, and in the computations required to balance and map the traverse. Field work, computations and mapping; also stadia and plane table work. Three hours. Fall term. Elective.

VI. Descriptive Astronomy.—This course aims to give such information concerning the heavenly bodies and the laws by which they are governed as must be secured by every one who aspires to the possession of

a liberal education. The student learns the method of determining the figure, dimensions, distances, motions, physical character, and telescopic appearances of the bodies constituting the solar system, nature of comets, meteors, stars, nebulæ.

A small telescope, a solar transit, a student's spectrometer, sextant, clinometer, and sundial enable students to supplement their work with interesting observations as are required. Two or four hours a week. Spring term. Elective.

Physics

The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. One of these serves as a shop. Here also are a 6 H. P. kerosene engine, a 3¾ K. W. 110 volt D. C. generator, rotary air pump, pressure tanks, wireless apparatus, and a 14 volt 60 ampere-hour storage battery. The other room serves as a laboratory and lecture room. The lecture apparatus has been well selected to illustrate the most important phenomena of Physics. For accurate experimental work by the advanced students there are several excellent pieces of apparatus by Gaertner, a good assortment of Weston Meters, a Leed and Northrup Potentiometer and other high grade instruments. The laboratories are piped for gas and wired for 110 volt D. C. and 14 volt storage current. The wireless apparatus has been improved and augmented. Associated Press and weather reports are received daily from Arlington and all the important coast stations from Long Island to Key West can be easily heard.

A. Elementary Physics.—This course is required of all candidates for degrees who do not present Physics for entrance. It comprises a general survey of the most important principles of Mechanics, Heat, Sound, Light, Magnetism, and Electricity. There are four lectures and recitations and two two-hour periods of laboratory each week. A good working knowledge of the elements of Algebra and Plane Geometry is indispensable. Solution of problems will constitute a large proportion of the work.

Text.—Carhart and Chute "First Principles of Physics."

I. General Physics.—In this course the principles and phenomena of Physics are taken up in more detail than in Physics A. In the laboratory especial attention will be paid to accuracy of observation and measurement. Prerequisites Physics A or an equivalent and Plane Trignometry. Four lectures and recitations and one two-hour laboratory period each week throughout the year.

No credit will be given for less than a year's work.

II*a*. Elements of Electricity.—This course is designed for students who desire a practical working knowledge of the fundamentals of electricity. A detailed study will be made of dynamos, motors, inductance, storage batteries, electrolysis, and problems of illumination and power distribution. Prerequisites Physics A or I or an equivalent and Plane Trigonometry. Four hours first half year—lectures, problems, recitations, laboratory.

Text.—Timbie, Elements of Electricity.

II*b*. Special Topics of Electricity of Magnetism.—Open to students who have completed Physics I or an equivalent. This course will be more theoretical than Course II*a* and is designed for students who are specializing in Physics. An elementary knowledge of Calculus is advantageous. Two lectures and two two-hour laboratory periods each week. Second half year.

III. Theoretical Mechanics.—Two hours per week throughout the year.

Biology

Biology.—Laboratory work, to the amount of six hours each week for courses giving four hours' credit (courses of less credit value proportionately) is required in the department.

I. General Biology.—Lectures, recitations, and exercises on the chemistry of protoplasm, the primary functions of the organism and their specialization, phenomena of metabolism, growth phenomena, tissue differentiation for specific functions, ontogenesis, variation and heredity, organic response, and the nature of the "species," and its origin. Laboratory study of a number of carefully selected types of plants and animals. Required readings on the history and philosophy of Biology, and suggested collateral readings.

Texts.—Hamaker's *Principles of Biology,* Abbott's *General Biology,* Locy's *Biology and Its Makers,* and others. Throughout the year, 1916-1917. Credit, four hours.

II. Mammalian Anatomy.—Based on the dissection of the cat, which closely resembles man in struc-

ture. Of especial value to those intending to study medicine, or to teach Biology or Physiology in secondary schools. Practical training in anatomic methods. Lectures on the Comparative Anatomy of Vertebrates, with demonstrations.

Texts.—Davison's *Mammalian Anatomy, with Special Reference to the Cat;* Jayne's *The Skeleton of the Cat;* Wilder's *Mammalian Anatomy,* and others. Throughout the year, 1916-1917. Credit, three hours.

III*a*. Embryology.—A study of the development of the chick, and either a frog, necturus, or amia. A lecture and demonstration course, tracing the chief steps in maturation, fertilization, and development of germ cells into embryonic structure of tissues and organs, illustrated by charts, models, lantern slides and photographs, and the study in the laboratory of whole mounts, serial sections and wax reconstructions. Morgan's *Development of the Frog's Egg*, and Lillie's *Development of the Chick* are used as bases of work. The results to be expected from Experimental Zoology are emphasized, and an encouragement given to such study. Collateral reading. Fall term, 1916-1917. Credit four hours.

III*b*. Household Bacteriology.—The aim in this course is to study the distribution of bacteria in nature as affecting our life surroundings, especially of the home and workplace, to become familiar with their forms and classification, growth and culture methods, and culture media. Sterilization, disinfection, antisepsis, care of wounds and cuts. Infections and home practices. Fermentation, including the biological proc-

esses involved in breadmaking, brewing and vinegar-making. Milk in its relation to bacteria—including normal and abnormal fermentation. Butter and butter-making and cheese-making, pasteurization. The bacteriology of dusting, sweeping, home sanitation. Sick-room sanitation, harmful bacteria, etc. Personal hygiene from a bacteriological standpoint.

Text, lecture, and laboratory work. Spring term, 1916-1917. Credit four hours.

IV*a*. Plant Biology.—The morphology, life-histories, and natural relationships of the Algæ, Bacteria, Fungi, Liverworts, and Mosses.

Special attention is given to the economic relationships of these various groups of the more simply constructed plants; as, for example, causative factors in disease production in plants and animals; as agents in soil formation; their influences in manufacturing industries as in dairying, tanning, pharmacy, canning, etc., and their relation to work in the various other sciences, such as chemistry, physics, bacteriology, agriculture and domestic science. Types suitable to the demonstration of the steps in phyletic development are studied in the laboratory.

Text.—Coulter-Barnes-Cowles' *Text-book of Botany, Vol. I,* and others.

Fall term, 1917-1918. Credit four hours.

IV*b*. General Bacteriology.—A general introductory course. Recitation and laboratory work covering the biological and morphological characters, physiology, classification, and distribution of the bacteria; factors necessary for development of bacteria; factors

inhibiting growth, media, staining values, basic principles of applied bacteriology, and the functional grouping of bacteria. The student prepares glassware, apparatus, media; sterilizes and incubates; prepares, stains and mounts bacteria; and learns microscopic technique. Migula's classification as to families and genera will be studied microscopically and culturally.

Text.—Ellis' *Bacteriology,* and manuals. Spring term, 1917-1918. Credit four hours.

V. College Physiology.—Studies conducted by lecture, reference and laboratory work upon essential physiological processes, as contraction, co-ordination, nutrition, metabolism, circulation, secretion, excretion, reproduction, and the special senses. Lectures on the relation of physiologic activity to health and efficiency. Essential for students who plan the study of medicine, or further work in Biology, or teaching.

Prerequisite.—A good secondary school course in physiology, that, in the opinion of the instructor in charge of the present course, is satisfactory, and the courses in Chemistry I, Physics, I, and Biology I.

Texts.—Martin's *The Human Body (Advanced Course);* Brubaker's *Text-book of Physiology,* and Hemmeter's *Practical Physiology.*

Throughout the year, 1916-1917. Credit three hours.

VI. Practical Animal Histology.—Instruction and exercises in approved methods of killing, fixing, and preserving specimens and tissue parts; methods of hardening, imbedding, cutting, staining and mounting permanent histological materials. Students make their own preparations according to directions, and are

required to develop a high degree of skill in manipulation. Essential for prospective medical students, teachers, or any who contemplate advanced biological study.

Texts.—Dahlgren & Kepner's *Principles of Animal Histology;* Stempell-Geiser's *Practical Elementary Zoomicrotomy;* Lee's *Microtomist's Vade Mecum.*

Throughout the year, 1916-1917. Credit two hours.

VII. General Geology.—Recitations, laboratory work, together with collateral reading. The common rocks and minerals are studied and identified, their dynamic, structural, and historical geology is studied in connection with field trips, stereopticon illustrations, and examination of fossils in the museum. Four hours a week throughout the year, 1916-1917.

Text.—Chamberlin & Salisbury's *College Geology,* with references to the authors' larger work; Shimer's *The Study of Fossils,* and Eastman's Translation of von Zittel. Prerequisites, Biology I, Physics A, Chemistry I.

In all year-courses in the department, no credit will be given for less than a full year's work.

Chemistry

A. The work covers the ground of an elementary course and is an introduction to Chemistry I. The general principles of the subject are taken up and many of the applications of chemistry to daily life are discussed. The lectures and recitations are accompanied by numerous experimental demonstrations. Required of all Freshmen except those electing Groups AI and AII, and required of those students in their Sopho-

more year. This course is not the equivalent of a half year's work in Chemistry I. Lectures, recitations and laboratory work. Four hours. Second half year.

Text.—McPherson and Henderson's First Course in Chemistry.

I. General Chemistry.—This course consists of a thorough study of the more important elements and their compounds. In general, there will be two lectures or recitations and two laboratory periods each week. The laboratory work consists of the preparation and study of the properties of the non-metallic elements and their compounds. The lectures and recitations are accompanied by many experimental demonstrations. Required Sophomore year of all students electing the Chemistry group and Junior year of all students electing the Physics and Mathematics Group. No credit will be given for a half year's work in this course. Four hours the entire year.

Text.—Alexander Smith, General Chemistry for Colleges.

II. Qualitative Analysis.—This course is as practical as possible, consisting of a thorough study of the methods for the separation and detection of the bases and acids. Analyses are made of simple salts and minerals. There is at least one lecture or recitation each week. Prerequisite, Chemistry I. Four hours or more by arrangement.

Text.—W. A. Noyes, Qualitative Analysis.

III. Quantitative Analysis.—Analyses of pure salts are made by the simpler gravimetric and volumetric methods, as well as complete analyses of ores

and technical products. Prerequisites, Chemistry I and II. Four hours or more by arrangement.

Text.—Talbot, Quantitative Analysis.

IV. Organic Chemistry.—This course consists of a study of the principal compounds of carbon and their derivatives. In general, there will be three recitations and two laboratory periods of three hours each per week. This course is required of all students in the Chemistry Group and will be useful to students of biology and medicine. Five hours. Second half-year.

Text.—Remsen, Organic Chemistry.

V. Advanced Quantitative Analysis.— This is a continuation of Course III, and consists of the analysis of water, milk, steel, fertilizers, etc. Hours to be arranged.

VI. Chemistry of Food and Nutrition.—This course will comprise a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials are taken up. Lectures, laboratory work and outside reading. Prerequisite, Chemistry A. Four hours. First half-year.

Text.—Sherman, Chemistry of Food and Nutrition.

In all courses in Chemistry, except course IV, one laboratory period consists of two and one-half actual hours.

A breakage fee of 50 cents, which is included in the term fee, is required of all students in the Chemistry Department.

Bookkeeping and Banking

MODERN ILLUSTRATIVE BOOKKEEPING.—A course in practical work with checks, drafts, notes, deposits, discounts as practiced by progressive business houses in Double and Single Entry Systems and Special Column Journalizing, with balance sheets and business statements. Full set of blank books, commercial papers, college currency and forms are furnished the student for practice in bookkeeping.

When preparing for Banking, students should select Bookkeeping, History, English, Physics, Economics and read "Money, Banking and Finance," "Commercial Law," and "Management of Business Houses."

MODERN ILLUSTRATIVE BANKING AND BANK ACCOUNTING.—This course consists of a detailed account of the organization, management and most approved practice in banking as to actual work of each department and proofs for same, using forms and vouchers and regular bank books for each day's work. Lessons on the Burroughs adding machine will supplement this work. Required in Course AIII, and can be elected in any course.

Bookkeeping, Fall term. Banking, Spring term.

Certificate granted for completing the course.

The extra charge of $10.00 per term includes blanks and vouchers.

Music

It will be the aim of the department to give such technical and æsthetic training as will enable students to continue their studies independently and also to

impart their knowledge. To this end courses have been arranged along those lines which will tend to cultivate the taste, develop the mind, and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

COURSES OF STUDY

Course I

Pianoforte, Theory, History of Music, equivalent of High School course, German, English literature, History.

Course II

Voice Culture, Pianoforte (through the Intermediate grade), Theory, History of Music, equivalent of High School course, French, German, Italian.

Pianoforte

Three grades: Elementary, Intermediate, Advanced.

Special attention will be given to Hand Positions, the proper use and control of finger, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

Elementary Grade

Finger and wrist exercises, scales taught in contrary and parallel motion, canon form, grouping by accent, or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Studies selected from: Kohler's Pianoforte Method, Kohler's Studies, Op. 50, Loschhorn, Op. 65, Burgmuller, Czerny, MacDougall, etc.

Pieces by Gurlitt, Reinecke, Ganschals, Streabbog and others.

Intermediate Grade

Technical exercises continued. Scales in double thirds and sixths.

Studies by Bertini, Heller, Op. 47 and 45, Czerny, Op. 299, Bach, Loschhorn, Op. 66, Czerny's "Legato and Staccato," Sonatinas and easier Sonatas of Haydn, Mozart, Beethoven.

Mendelssohn's "Songs Without Words."

Pieces by Handel, Jensen, Godard, Greig, Raff, Henselt, Saint Saens, Chopin, Schubert and others.

Advanced

Technical exercises of preceding grades at a more rapid tempo.

Studies of Cramer, Clementi's Gradus ad Parnassum, Bach's Well-Tempered Clavichord, Kullak's Octaves, Beethoven's Sonatas, Chopin's Etudes.

Pieces by Webber, Chopin, Schumann, Moskowski MacDowell, Lizst and others. Concerti by Beethoven, Mendelsshon and others.

Vocal

Careful attention will be given to correct breathing, voice placing, tone production; the use of the lips, tongue and palate with reference to distinct articula-

tion; all tending toward the development of a natural and easy manner of singing.

Vocalises and Solfeggio; Studies selected from Concone, Panofka, Marchesi, Sieber, Bordogni.

Sings of the best English and American composers, beside those of Mozart, Shubert, Schumann, Franz, Grieg.

French, German, and Italian Songs in the original text.

Arias from the Oratorios of Handel, Haydn, Mendelssohn.

Harmony

The difficulties in the study of harmony will be lessened by learning that the rules are derived from certain principles, *i. e.*, the natural tendencies in harmonic and melodic progressions. The study will involve a thorough knowledge of musical notation, intervals, signatures, keys, formation of scales, triads of major and minor scales and their inversions. Simple four-part writing from given basses and sopranos.

Harmonies of the Seventh and their inversions, Secondary harmonies of the Seventh and their inversions.

Chords of the Seventh in connection with chords of other tone degrees.

Chords of Ninth, Eleventh, and Thirteenth.

Chromatic alterations of the Fundamental Harmonies, Modulations, Suspensions, Organ-Point, Passing-Notes, Passing-Chords, Harmonizing melodies.

History of Music

Music before the twelfth century.

Development of Folk-Song: Troubadours, Minnesingers, Meistersingers.

Evolution of Music Forms: Choral, Oratorios, Sacred Cantata, Sonata, Symphony.

Schools of Music: The Netherlands, Flemish, Italian, French, German.

Masters of Music: Palestrina, Handel, Bach, Gluck, Haydn, Mozart, Beethoven.

Lesser Lights: Schubert, Von Weber, Spohr, Mendelssohn, Schumann, Cherubini, Wagner.

Free Classes

Harmony.—This class is open to such music students as are sufficiently advanced.

Chorus Classes.—In these classes students receive training in part-singing.

Recitals

Realizing that ease and confidence in playing for others can be acquired only by experience in doing so, weekly recitals will be held, at which students will be encouraged to render their pieces in the presence of others; they will also have an opportunity of hearing the best works of different epochs interpreted with descriptive analysis.

Diplomas

Candidates for graduation in music, besides completing the prescribed course, will be required to give a finished and satisfactory public recital.

Students who are candidates for a degree may elect not more than eight hours in music to apply toward graduation, this to be taken in either the intermediate or advanced grades.

Public Speaking

The student is taught phonics, articulation, pronunciation, emphasis, inflection, tone color, and physical culture as requisites of successful public speaking. As a foundation for intelligent reading, he analyzes standard selections from literature and afterward commits them to memory. He is encouraged to be natural and conversationally direct, and not to be affected, imitative and mechanical. He learns to fill his words with his own thoughts, and to fix the attention of the audience upon his subject rather than upon himself.

A number of the great orations are assigned for outside reading. A short time is given to the study of parliamentary law. Elective. Three hours per week throughout the year.

PREPARATORY SCHOOL

In order to accommodate some of our patrons who are not in reach of good high schools we are carrying two years of preparatory work to prepare students for the Freshman class. All these classes are taught by the college teachers, and the work continues for thirty-six weeks each year. These two years which we give are equivalent to three years and in some cases to four years of high school work.

The following courses are taught each year:

FALL TERM		SPRING TERM	
English B	4	English B	4
English C	4	English C	4
Primary Latin	5	Primary Latin	5
Cæsar	5	Cæsar	5
Cicero	5	Virgil	5
Algebra B	5	Algebra B	5
Plane Geometry	5	Plane Geometry	5
Ancient History	4	Ancient History	4
Bookkeeping (Elective)	3		

English

B. The Principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered. Abundant practice in oral and written composition comprising letter-writing, narration, description, easy exposition and argument extend throughout the year. Correct spelling and grammatical accuracy rigorously demanded. Frequent grammar reviews are given. Study of easy masterpieces from American literature.

C. The third year in English prepares for entrance to the Freshman class in college. For the year 1916-1917 the following will be required:

For Study. — Shakespeare's Macbeth; Milton's L'Allegro, Il Penseroso, Comus, Lycidas, and some of his Sonnets; Scott's Lady of the Lake; Arnold's Sohrab and Rustum; Carlyle's Essay on Burns.

For Reading.—Two must be selected from each group.

I. Genesis, Exodus, Joshua, Judges, Samuel, Kings, Daniel, Ruth, Esther; Homer's Iliad; Virgil's Æneid.

II. Merchant of Venice; As You Like It; Twelfth Night; Henry V; Julius Cæsar; Midsummer Night's Dream.

III. Robinson Crusoe; Vicar of Wakefield; Ivanhoe; House of Seven Gables; David Copperfield; Silas Marner; Treasure Island; Cranford.

IV. Pilgrim's Progress; Franklin's Autobiography; Parkman's Oregon Trail; Stevenson's Inland Voyage and Travels with a Donkey; Sir Roger de Coverley Papers; Macaulay's Essay on Warren Hastings; Irving's Sketch Book.

V. Gray's Elegy and Goldsmith's Deserted Village; Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal; Scott's Lay of the Last Minstrel; all of Wordsworth, Shelley, and Keats in Palgrave's Golden Treasury; Longfellow's Miles Standish and Whittier's Snowbound; Tennyson's Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur; Byron's Childe Harold, Canto IV, and Prisoner of Chillon.

Latin

Three years in Latin are given in the Preparatory School.

I. Primary Latin.—This a a five-hour course throughout the first year and embraces all the essentials preparatory to a study of higher Latin.

II. Cæsar's Gallic War and Latin Composition.—This course extends through the second year, embracing four books, I-IV. Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the texts are emphasized. Five hours a week.

III. Cicero and Composition.—This course embraces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at on the linguistic side. Oratorical style, historical and biographical setting are considered.

IV. Virgil and Composition.—This course embraces four books of Virgil. Composition weekly. Thorough drill in syntax, poetic peculiarities, and prosody are aimed at.

History

One year of History is required of all preparatory students. This is a course in Ancient History, including Oriental, Greek and Roman.

Mathematics

Algebra B.—Involution and evolution, exponents, radicals, quadratic equations, equations in the quad-

ratic form, ratio and proportion, variation, and progressions. Five hours throughout the year.

Text.—Durell and Robins' School Algebra Complete.

Plane Geometry.—Prerequisite, Algebra A and B. Five books and numerous original exercises taken from other sources. Five hours throughout the year.

Text.—Wells' New Plane and Solid Geometry.

The Museum

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray, and Wyandot Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic, and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, star-fishes, sea urchins, crabs, etc.

Archaeological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia, and Africa. The eggs of the guillimots from the Faroe Islands, and the gulls and auks of Labrador and Iceland, are perhaps the most rare. There are also eggs of more than thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are the most valuable.

We would take this occasion to request any friends of the College, who have material to spare for a cabinet, to donate or deposit it. In either case they will be duly credited, and the specimens will be well cared for and freely used in different departments.

COLLEGE ORGANIZATIONS

Literary Societies

The Henry Clay and Websterian are composed of young men, and the Philomathean and the Zatasian of the young women. These societies afford an opportunity for the development of the power of extemporaneous speaking, for training in parliamentary rules, and general culture. The efforts which have been made for improvement during the year are worthy of praise.

Religious Purpose

While under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Aside from Christian character, no amount of intellectual training can prepare young men and women for usefulness in life. The college, therefore, regards it of the utmost importance that a positive, healthy, religious life be maintained.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote holiness of life.

All students are required to attend the regular meetings for worship held once a week. Prayer meetings are held each week.

The Y. M. C. A. and Y. W. C. A.

The Young Men's Christian Association, and also the Young Women's, have a large active membership, and exercise a strong and wholesome religious influence. These associations conduct Bible classes, missionary study classes and hold religious meetings; all of which are helpful in maintaining an active religious interest throughout the student body.

Science Club

The Joseph Moore Science Club was organized a few years ago to offer opportunity to students and members of the faculty who wish to do special work in science. Meetings are held every two weeks, at which lectures are given or discussions held on important phases of modern science.

Literary Club

For the purpose of stimulating interest in literary matters outside the curriculum proper, there is an organization known as the Guilford College Literary Club, which meets every second week during the school year. The meetings are informal, and are participated in by both students and members of the faculty.

Seminar

The Biblical Seminar is an organization of young men, who hold bi-weekly meetings and devote themselves to discussion of topics relating to the work of the Christian ministry.

Athletics

The Athletic Association is an organization whose purpose is to have oversight of the athletic interests of

the college, embracing all the forms of physical culture maintained at the college, as baseball, basketball, lawn tennis, and track athletics.

Alumni

The Alumni Association is organized with the following officers: President, W. E. Blair, '98; Vice-President, Samuel H. Hodgin, '95; Secretary, Anna L. Davis, '13; Treasurer, John B. Woosley, '12; Registrar, Julia S. White, '91.

The purpose is to extend aid to the college in various ways.

A loan fund has been created by the Association for assisting students.

The Association has committees on Athletics, the Campus, Literary Productions, all of which, with the Executive Committee, are engaged throughout the year. The Association publishes the August Bulletin, in which reports of the year's proceedings can be found.

Scholarships

Haverford and Bryn Mawr Colleges each year offer a scholarship to Guilford College. In selecting members of the Senior class to whom shall be awarded these scholarships great weight is given to rank in scholarship, but general excellence of character and promise of future usefulness in society are also taken into account and form part of the grounds upon which candidates for these scholarships are chosen.

Bryn Mawr

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall

recommend a scholarship of the value of $400.00. The candidate is selected according to the statement above and must have been a student at Guilford College at least two years.

Haverford

Haverford College offers annually to the young man of the graduating class whom the faculty shall recommend a scholarship of $300.00. The selection is made on the basis explained and no one will be considered eligible who has not been a student at Guilford College at least two years.

Bible Teachers Training School Fellowship

The Bible Teachers Training School, of New York City, offers a Fellowship in their School of Theology, to be awarded each year upon recommendation of the faculty of Guilford College, to a member of their graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian Service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The Fellowship provides board, room and tuition and $50.00 for the student's incidental expenses. It may be held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

Marvin Hardin

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship, the same to be awarded to the Sophomore making the best average in the Sophomore studies, said amount to be available in the Spring of the Senior year, and only upon the condition that the student winning the money remain at Guilford during the Junior and Senior years.

This scholarship was awarded in 1915 to Mary Ina Shamburger.

Prizes

Societies

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award two prizes every year—an orator's prize and a prize for improvement. These incentives to improvement in debate and composition serve a good purpose in promoting the literary interests of the membership.

Freshmen

The Class of 1905 have established a prize to be awarded each year to the member of the Freshman class who delivers the best declamation at a contest held near the close of the year.

Honors

Members of the Freshman and of the Sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent. in any subject, shall be entitled to "Honors."

Members of the Junior class who receive an average grade of 95 per cent. in their major work and do not receive a grade below 90 per cent. in any subject, shall be entitled to "Special Honors."

Those members of the Senior class who have received "Special Honors" in their Junior year, and whose average grade in the Senior year does not fall below 95 per cent., shall be entitled to "Highest Honors."

No honors shall be bestowed upon a student whose deportment is unsatisfactory.

College Paper

The literary societies publish a weekly paper called The Guilfordian, which gives the college news and is a valuable means of keeping the alumni and old students and friends of the college posted as to what is going on at the College.

EXPENSES

The cost of education at any school or college consists of two parts: First, the tuition and fees which can be accurately stated; and the living expenses which vary according to the wishes and habits of the student.

The following statements embrace the entire necessary cost of attendance at Guilford College except for books and stationery.

College Department

For board, tuition, laundry and furnished room, payable in advance, as follows:

September 5	$ 52.50
November 6	52.50
January 22	52.50
March 23	52.50
Total for the year	$210.00

Preparatory Department

For board, tuition, laundry and furnished room, payable in advance, as follows:

September 5	$ 49.75
November 6	49.75
January 22	49.75
March 23	49.75
Total for year	$199.00

These statements include all charges for comfortably furnished room in Archdale Hall, or on third floor of Founders Hall, two students in a room, single spring beds, one 16 c. p. electric light, heat, board, laundry, bath, use of nursery in case of sickness and tuition in all regular courses. In case of protracted illness a charge will be made for medical treatment and nursing.

Room on second floor Founders Hall, extra for each student, per term.....$ 5.00
Room in Cox Hall, extra for each student, per term 8.00

Tuition for Day Students in College Department 65.00

Payable in equal installments of $16.25, due September 5, November 6, January 22, and March 23.

Tuition for Day Students in Preparatory Department$55.00

Payable in equal installments of $13.75 on above dates.

Tuition for one study, one-half the regular fee; for two or more studies, full rate.

No money will be refunded to students who have withdrawn except in case of disabling sickness.

The foregoing statements do not include certain Laboratory and other fees.

Chemistry A or VI	$ 3.00
Chemistry I or IV	5.50
Other courses in Chemistry	7.50
Biology	2.50
Astronomy	1.00
Surveying	1.00
Physics	5.00
Bookkeeping or Banking	10.00
Expression	3.00
Physical Culture for each Boy	5.00
Physical Culture for each Girl	2.50

Cost of Instruction in Music

Piano, two lessons per week, per term	$20.00
Vocal lessons, twice a week, per term	20.00
One lesson a week, in either Vocal or Piano	12.50
Use of Piano for practice, one period daily, per term	2.50
Each additional period, per term	2.00
Certificate for graduation in Music	2.00

Club Rates for Boarding for Young Men

To meet the demands for less expensive living while gaining an education arrangements have been made by which young men can board at a minimum expense. A dining hall and kitchen have been prepared for this purpose and extra cottages for dormitories. These rooms are furnished with stoves, bedsteads, mattresses, chairs, table and electric lights.

The charge is $15.00 per term for each student, and this fee covers room rent, and wages of a cook in charge of dining room and kitchen, fuel, lights, and use of bath. Each boy must keep his room in good condition. By special arrangements with the management of the club, provisions may be furnished from home and their market value received in credit. The cost of this method of boarding is pro-rated and the average for this year has been about $7.00 per month. This must be paid in advance each month.

Students who board in this way live well and have the same advantages and privileges about the college and are under the same regulations as those who board in the college.

If young men wish to board in the club and room in Archdale Hall, where better accommodations are furnished, the charge for room rent, laundry and cooking will be $25.00 per term for each student instead of $15.00.

New Garden Hall for Young Ladies

This hall will accommodate forty-eight girls and is a most excellent hall of residence. Girls are admitted here on the following terms: Each girl agrees to per-

form her allotted part of the household duties and pay to the treasurer of the College $12.00 per term for room rent, and to the matron of New Garden Hall the actual cost of board in advance. By special arrangements provisions may be furnished at market prices. In this way the past year the board has been furnished for $5.00 per month for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be $10.00 per year.

Payment of Bills

Students, when they enter at mid-term, will be charged from the time of entering until the close of the term, except by special arrangement. In case a student is absent from college on account of protracted sickness of ten days or more a pro rata part of the money paid will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause or be expelled or suspended, he will forfeit the money advanced.

All communications relating to financial matters should be addressed to the Treasurer, George W. White.

Items for Particular Notice

Students may elect to room alone. When this is possible, it will be allowed, but the charges will be $10.00 extra per term.

All extra charges and fees are due at the time of the first payment of each term.

Young men who room in Cox Hall must take their meals at Founders Hall.

By special permission students of mature years may board and room outside the College buildings, but such permission gives them no exemption from the regular study hours, attendance at chapel, church services, Bible classes and lectures.

Students arranging for rooms and board are not allowed to change without consent of the President.

Students come under the college regulations on their arrival on the campus, and must register and settle with the Treasurer at the earliest possible moment.

In order to have an open account for books each student must make a deposit of $5.00 with the Treasurer. Stationery must be paid for in cash.

Boarders furnish pillows, linen and all covering for their beds, also soap, towels, and table napkins.

The matron has general oversight of all the household arrangements in all the dormitories, and much care is taken to look after the health and comfort of the students, but each occupant is held responsible for the condition of his room.

When a student registers in the College he thereby takes a pledge to obey willingly and faithfully all the rules and regulations of the College.

Each boarder is allowed three meals each term free for his visiting friends.

Every article of clothing should be plainly marked with the full name of the owner in a permanent form.

Students are met at Guilford College station, on railroad leading from Greensboro to Winston-Salem, at

the opening of each term, and conveyed to the college. For conveyance to and from the station, a moderate charge will be made to students, teachers, or visitors.

In order to secure safe and prompt delivery, express packages or postoffice money orders for students should be sent in care of Guilford College.

Telegraph and express offices are established at Guilford College railroad station.

The College has telephone connection with Greensboro and other points on the long distance line.

All students sustain a great loss who are not present at the opening of the term.

Applications for leave of absence or for removal from College should be made by the parent or guardian directly to the President.

While the management of the College will cordially provide for and encourage every kind of physical training, intercollegiate contests when permitted will be subject to such rules and regulations as the Advisory Board of Athletics may provide.

Discipline

It is the aim of Guilford College to help young people toward higher ideals of character. But the College cannot undertake the task of a reform school, and jeopardize its earnest students by the presence of some with depraved minds and harmful habits. Those who are unwilling to comply cheerfully with reasonable requirements need not apply for admission, for, if admitted, they will be promptly disciplined upon showing a rebellious attitude toward the rules of the College.

It is understood that when students enter the College they do so for the purpose of persistent work, and that they will render due respect to the regulations, all of which are intended to promote the general welfare of the College and to give to each person on the campus free opportunity to use all the advantages offered. We want to create and foster such an atmosphere so that it will be hard to do wrong rather than hard to do right. Any conduct on the part of any student harmful to the moral tone of the College will render such student liable to dismissal. Parents may be asked at any time to withdraw students whose work is unsatisfactory or whose conduct is out of harmony with the College.

Occupants are held responsible for disorders occurring in their rooms, and any misappropriation, damage or defacement of furniture or buildings, beyond necessary wear and tear, will be charged to the Athletic Association Contingent Fund unless settled by the person doing the damage as required.

The reading of pernicious literature, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols, or other dangerous weapons, would be considered grave offenses and treated accordingly. Gunning is not allowed.

The effect of tobacco on the minds and bodies of the young is so injurious that the College takes all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in using it elsewhere, their standing will thereby be lowered and so entered on their records.

STUDENTS

Seniors

Ballinger, Julia Adaline.....Greensboro, N. C.
Blaylock, Frederick Royster.....Guilford, N. C.
Budd, Harrell Siler City, N. C.
Coble, Josephine Vestal.....Liberty, N. C.
Coggins, Willis Lester.....Guilford College, N. C.
Davis, Laura Etta.....Progress, N. C.
Guthrie, Bessie Ava.....Snow Camp, N. C.
Hinshaw, Clifford Reginald.....Randleman, N. C.
Lambeth, Charles Tilley.....Guilford College, N. C.
Lassiter, Floy Catherine.....Fallston, N. C.
Mason, Milton Percy.....New York, N. Y.
Mitchell, Colonel Robert.....Guilford College, N. C.
Morris, Fred Helsabeck.....Kernersville, N. C.
Perry, Thomas Gray.....Wilkesboro, N. C.
Riddick, Archibald Lockhart.....High Point, N. C.
Semans, Thomas Breckenridge.....Uniontown, Pa.
Short, Troy Rodolphus.....Greensboro, N. C.
Worth, Phoebe Gertrude.....Guilford College, N. C.
Yates, Caroline Ballinger.....Guilford, N. C.
Yates, James Fuller, Jr.....Guilford, N. C.

Juniors

Armstrong, Hazel Graham.....Hobgood, N. C.
Beeson, John Henry.....Randleman, N. C.
Briggs, Isla Evelyn.....High Point, N. C.
Carroll, Edwin Blaine.....Mizpah, N. C.
Coble, Lovella Ruth.....Guilford College, N. C.
Fox, Eleanor Louise.....Guilford College, N. C.
Garner, Jesse Philip.....Hills Store, N. C.
Gray, Lillene Oma.....High Point, N. C.
Harding, Ruth.....Mocksville, N. C.
Hollowell, John W.....Columbia, S. C.
Jones, John Benbow.....Winston-Salem, N. C.
Lassiter, Maude Elizabeth.....Mechanic, N. C.
Lewis, Callie Agnes.....Winston-Salem, N. C.
McGehee, Sallie Rachel.....Jamestown, N. C.

Mendenhall, Fowell Hill.....High Point, N. C.
Moore, Ezra Alexander.....Dudley, N. C.
Newlin, Rhesa Lancaster.....Saxapahaw, N. C.
Shamburger, Mary Ina.....Star, N. C.
Speas, Ethel Maie.....Winston-Salem, N. C.
Stanley, Jesse Betts.....Guilford College, N. C.
Stuart, Lyndon Everett.....Snow Camp, N. C.
Taylor, Grace Pemberton.....Danbury, N. C.
Thayer, Robert Wingate.....Trinity, N. C.

Sophomores

Brown, Deborah Mary.....Woodland, N. C.
Clegg, Agnes Marie.....Guilford College, N. C.
Cox, Myrtle Roella.....Climax, N. C.
Fort, Elbert Wilfiam.....Fork, S. C.
Grissom, Lawrence.....Greensboro, N. C.
Hinkle, Paul.....Lexington, N. C.
Hinshaw, Ira Randleman, N. C.
Hobbs, Gertrude Mendenhall.....Guilford College, N. C.
Jackson, David Houghton.....Guilford, N. C.
Kiser, Roger Clinton.....King, N. C.
Lewallen, Beatrice Guelda.....Asheboro, N. C.
McCall, James W.....Marion, N. C.
Miller, Wayne Jackson.....Asheboro, N. C.
Mitchell, James Warren.....Guilford College, N. C.
Morris, Addie Irene.....Kernersville, N. C.
Pike, Bernice Elizabeth.....Liberty, N. C.
Raiford, Ellen Tabitha.....Ivor, Va.
Reddick, Joseph Gray.....Trinity, N. C.
Redding, Charles Clifton.....High Point, N. C.
Russell, Earl Victor.....Guilford College, N. C.
Sapp, Oscar LeMay, Jr.....Greensboro, N. C.
Smith, Anderson Jones.....Black Creek, N. C.
Smith, Raymond Alexander.....Cooleemee, N. C.
Smith, Samuel Clement.....Guilford College, N. C.
Stanley, Leah Ellen.....Guilford College, N. C.
Stanley, Ruth Rebecca.....Guilford College, N. C.
Valentine, Itimous Thaddeus.....Spring Hope, N. C.
White, Ellen Mildred.....High Point, N. C.

Freshmen

Bird, Georgianna Marie.....Thomasville, N. C.
Blair, Clara.....High Point, N. C.
Braswell, Harold.....Whitakers, N. C.
Blaylock, Evelyn.....Guilford, N. C.
Byerly, Wesley Grimes.....Cooleemee, N. C.
Byrd, Robert Bryant.....Summerfield, N. C.
Cameron, Daniel David Shields.....Southern Pines, N. C.
Clodfelter, Vira Viola.....Thomasville, N. C.
Coltrane, Ruth.....Sophia, N. C.
Cronk, Gertrude Darden.....Pickering, Ontario, Canada
Crutchfield, Hattie Eugenia.....Guilford, N. C.
Edgerton, Emmett C.....Mount Airy, N. C.
Faucette, Dorothy.....Burlington, N. C.
Frazier, Robert.....Greensboro, N. C.
Fulk, Arthur Percy.....Pilot Mountain, N. C.
Grantham, Eleanor.....Guilford College, N. C.
Groome, Robert Gladstone.....Greensboro, N. C.
Hayworth, Vivian McGee.....Greensboro, N. C.
Hockett, Eula Eugenia.....Pleasant Garden, N. C.
Hockett, Mary Leacy.....Pleasant Garden, N. C.
Hollowell, William E.....Columbia, S. C.
Hussey, William Wade.....Asheboro, N. C.
Johnson, Harry Lester.....Siler City, N. C.
Jones, Asbury Crouse.....Winston-Salem, N. C.
Lindley, Mary Alta.....Snow Camp, N. C.
Loflin, Robert Alonzo.....High Point, N. C.
McConnell, Hattie Ella.....Derita, N. C.
McGee, Curtis.....Germanton, N. C.
McKoin, Charles Clayton.....Kernersville, N. C.
McNairy, James Luther.....Greensboro, N. C.
Macon, Clarence Monroe.....Climax, N. C.
Masten, Guy Milton.....Winston-Salem, N. C.
Mendenhall, Paul A.....Monroe, N. C.
Patterson, Hobart McKinley.....Burlington, N. C.
Presnell, Ollie Lee.....Asheboro, N. C.
Raper, William Cletus.....Welcome, N. C.
Richardson, Emmett Westley.....Glenwood, N. C.
Shelton, Charles Burton.....Pilot Mountain, N. C.

Smith, Dalton E.....Trinity, N. C.
Stone, Amy Gertrude.....Thomasville, N. C.
Stout, Connie Jarrel.....Greensboro, N. C.
Sullivan, Etta Lea.....High Point, N. C.
Sutton, Chester McKinley.....Summerfield, N. C.
Thompson, Alice Jane.....Denton, N. C.
Townsend, Folger Lafayette.....Greensboro, N. C.
Tremain, Lindley Ernest.....Brown Summit, N. C.
Tremain, Rawleigh Lewis.....Brown Summitt, N. C.
Ward, Claude Marvin.....Pomona, N. C.
Way, John Hocutt.....Ramseur, N. C.
White, David Jordan.....Belvidere, N. C.
White, John Gurney.....Guilford College, N. C.
White, Joseph Dixon.....Guilford College, N. C.
White, Sherley.....Germanton, N. C.
Williard, Hervie Nicola.....High Point, N. C.
Williams, Earle J.....Snow Camp, N. C.
Worth, Herbert.....Salisbury, N. C.
Yow, Ralph Johnson.....Greensboro, N. C.

Irregulars

Berry, Lemuel Covington.....Cheraw, S. C.
Copeland, Mary Ella.....Woodland, N. C.
Fitzgerald, Paul Vincent.....Pelham, N. C.
Futrell, William Reed.....Greensboro, N. C.
Outland, Pauline.....Woodland, N. C.
Richardson, Sara.....High Point, N. C.
Ward, Cletus Milo.....Guilford College, N. C.

Preparatory

Allred, Robert Hall.....Greensboro, N. C.
Anderson, Mamie Lydia.....Guilford, N. C.
Anderson, Thomas.....Denton, N. C.
Andrew, Euna Maie.....Staley, N. C.
Armstrong, Edward Lander.....High Point, N. C.
Armstrong, Frank, Jr.....Hobgood, N. C.
Beeson, Edna Jane.....Randleman, N. C.
Bodenhamer, George Lile.....Kernersville, N. C.
Bondurant, Roy Seul.....Guilford College, N. C.
Budd, Dancy.....Siler City, N. C.

Burgess, Troy L. Rich Square, N. C.
Burke, Grace Goldston, N. C.
Burke, Tama Goldston, N. C.
Burrus, Grady Mooresboro, N. C.
Butt, Jesse Robason Bonnerton, N. C.
Byerly, Frances May Advance, N. C.
Carroll, Charles R. Mizpah, N. C.
Carroll, Robert Andrew Reidsville, N. C.
Cecil, William Evan High Point, N. C.
Clark, William Clarence Chapel Hill, N. C.
Clegg, Elsie May Guilford College, N. C.
Cobb, Lloyd Reidsville, N. C.
Conner, Andrew J., Jr. Rich Square, N. C.
Copeland, Thomas J., Jr Baltimore, Md.
Cox, Jessie Lee Pisgah, N. C.
Cox, Mary Julia Dudley, N. C.
Cranford, Beulah Carse Climax, N. C.
Davis, Sarah May Edgar, N. C.
Davis, Ralph Lee Greensboro, N. C.
Dodson, James Eugene Walnut Cove, N. C.
Doughton, Joseph Edward Guilford College, N. C.
English, Dewey Monroe, N. C.
Ewing, Walter Clyde Candor, N. C.
Finch, Clyde L. Henderson, N. C.
Freeman, Ray Floyd Steeds, N. C.
Freeman, Tracy Roy Steeds, N. C.
Geslain, Martha Marguerite Tientsin, China
Godwin, Edward Goldsboro, N. C.
Gonzales, Alberto Carnedas, Cuba
Groome, Ethel Alice Greensboro, N. C.
Groome, Zack Milton Greensboro, N. C.
Highfill, Nannie Fern Efland, N. C.
Hinshaw, Clara M. Ramseur, N. C.
Henley, Charles Alfred Taylorsville, N. C.
Holton, Emelyn Graves Winston-Salem, N. C.
Lindley, Genevieve Snow Camp, N. C.
Lloyd, William Graham Saxapahaw, N. C.
McCrary, Edmund Lexington, N. C.
McMahan, Margaret Mitchell Mocksville, N. C.

Moore, Frances Willard.....Dudley, N. C.
Moore, Hugh Watson.....Dudley, N. C.
Morris, John De.....Roxboro, N. C.
Motsinger, Eulalia.....Winston-Salem, N. C.
Neece, Vanner Emma.....Climax, N. C.
Newlin, Clarice.....High Point, N. C.
Noble, Verna.....Deep Run, N. C.
Overman, Guy.....Goldsboro, N. C.
Pickett, Herman Newton.....Greensboro, N. C.
Prince, Annie May.....Goldsboro, N. C.
Robbins, Annie May.....Guilford College, N. C.
Royall, George Edwin.....Elkin, N. C.
Semans, Francis Marion, III.....Uniontown, Pa.
Shannohouse, Thomas Gordon.....Durants Neck, N. C.
Smith, Troy.....Thomasville, N. C.
Smithdeal, Glen Alexander.....Advance, N. C.
Stamey, Wilbur Bryan.....Roaring River, N. C.
Stafford, Ida Maie.....Oak Ridge, N. C.
Sumner, George Herbert.....Franklinville, N. C.
Thompson, Ralph H.....Rich Square, N. C.
Vickrey, Elsie.....Jamestown, N. C.
Walser, Zeb Vance, Jr.....Lexington, N. C.
Walters, LaVerna.....Siler City, N. C.
Warren, Charles.....Dunn, N. C.
White, Kathryn.....Greensboro, N. C.
Whitehead, Dewey Esau.....Ramseur, N. C.
Williams, John Cephas.....Troy, N. C.
Wright, Annie Meade.....Greensboro, N. C.
Zachary, Jonathan Thompson.....Snow Camp, N. C.

Music

Andrew, Euna Maie.....Staley, N. C.
Blair, Clara.....High Point, N. C.
Bondurant, Annie.....Guilford College, N. C.
Briggs, Isla Evelyn.....High Point, N. C.
Coble, Josephine Vestal.....Liberty, N. C.
Coggins, Etta Lois.....Guilford College, N. C.
Coggins, Leona Maie.....Guilford College, N. C.
Cox, Mary Julia.....Dudley, N. C.

Crutchfield, Hattie Eugenia.....Guilford, N. C.
Fort, Elbert William.....Fork, S. C.
Frazier, Gracette.....Guilford College, N. C.
Geslain, Martha Marguerite.....Tientsin, China
Highsmith, Annie Fayetteville, N. C.
Hinshaw, Clara M.....Ramseur, N. C.
Holton, Emelyn Graves.....Winston-Salem, N. C.
Huffines, Mary.....Guilford College, N. C.
McCracken, Clara.....Guilford College, N. C.
McCracken, Frances.....Guilford College, N. C.
McMahan, Margaret Mitchell.....Mocksville, N. C.
Mitchell, Colonel Robert.....Guilford College, N. C.
Neece, Vanner Emma.....Climax, N. C.
Noble, Verna.....Deep Run, N. C.
Prince, Annie May.....Goldsboro, N. C.
Redding, Charles Clifton.....High Point, N. C.
Richardson, Sara.....High Point, N. C.
Robbins, Annie May.....Guilford College, N. C.
Robbins, Elizabeth.....Guilford College, N. C.
Russell, Bertha.....Guilford College, N. C.
Speas, Ethel Maie.....Winston-Salem, N. C.
Stafford, Ida Maie.....Oak Ridge, N. C.
Stone, Amy Gertrude.....Thomasville, N. C.
Summers, Frances.....Greensboro, N. C.
Taylor, Grace Pemberton.....Danbury, N. C.
Walters, LaVerna.....Siler City, N. C.
Wright, Annie Meade.....Greensboro, N. C.
Yates, Caroline Ballinger.....Guilford, N. C.

INDEX

Admission 21
Admission, Table of Subjects Accepted..... 24
Alumni Association..... 70
Astronomy 47
Athletic Association..... 69

Biblical Literature..... 40
Biology 49
Bookkeeping and Banking.. 56
Board in Clubs..... 76
Buildings 13

Calendar, College 3
Chemistry 53
College Paper..... 73
College Organizations 68
Committees:
Advisory 5
Faculty 10
Trustees 6
Courses of Study..... 30

Degrees 31
Discipline 79

Economics 43
Endowment 16
English, College..... 38
English, Preparatory 62
Entrance Units, Specifications 25
Expenses 74

Faculty 7
Fees (Extra Charges)..... 75
French 37

Geology 53
German 36
Graduation, Hours Requisite for..... 31
Greek 36
Groups of Studies..... 30

History, College..... 41
History, Preparatory..... 64
History of the College..... 11
Honors 72

Latin, College 34
Latin, Preparatory..... 64
Library 14
Literary Societies..... 68

Mathematics, College..... 45
Mathematics, Preparatory... 64
Miscellaneous 77
Museum 66
Music 56

Officers 10

Philosophy:
Ethics, Psychology, Logic, Methods of Teaching... 44
Physics 47
Preparatory School..... 62
Prizes 72
Public Speaking..... 61

Religious Speaking..... 68

Scholarships 70
Sociology 44
Students, List of..... 81
Surveying 46

Trustees, Board of..... 5

Y. M. and Y. W. C. A..... 69

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Secretary.....Anna L. Davis
Treasurer.....John B. Woosley
Registrar.....Julia S. White

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CHRISTIAN WORK COMMITTEE

Clara I. Cox, Chairman; Joseph H. Peele, E. E. Gillespie, Ida E. Millis, Alva E. Lindley.

PUBLICITY COMMITTEE

John B. Woosley, Chairman; J. Gurney Briggs, Dudley D. Carroll, A. W. Blair, J. O. Redding, Newton Farlow, Fletcher Bulla.

LIFE MEMBERSHIP COMMITTEE

Henry A. White, Chairman; William C. Hammond, W. P. Henley, W. D. Webster.

AUDITING COMMITTEE

Walter E. Blair, Oscar V. Woosley.

GUILFORD COLLEGE BULLETIN

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GUILFORD COLLEGE, N. C.

VOLUME IX EIGHTH MONTH, 1916 NO. 2

ALUMNI NUMBER

MINUTES OF THE AUGUST MEETING

A called meeting of the Guilford College Alumni Association met in King Hall, August 7, 7 p. m.

The President being absent the Vice-President, S. H. Hodgin, presided. The Secretary also being away, Annie F. Petty was appointed Secretary pro tem. At this time thirty-two members of the Association were present, and to them the following communication from the Trustees of the College was read:

To the Guilford College Alumni Association, replying to your resolution presented at our last meeting held June 1, 1915, we wish to say that we appreciate your interest in our work and in the College, and we will be glad at any time to have suggestions from your body as to election of Trustees.

By order of the board.
J. ELWOOD COX, Chairman.
H. A. WHITE, Sec. pro tem.

After much discussion it was moved and carried that the Executive Committee be directed to add three names to the ballot next year, one of whom shall be elected as a possible

candidate for the Board of Trustees of the College. The Bulletin Committee was directed to publish in the Bulletin a revised list of the names and addresses of the members of the Alumni Association.

The meeting then adjourned.

S. H. HODGIN, Vice President.

ANNIE F. PETTY, Sec. pro tem.

MINUTES OF THE MARCH MEETING

A meeting of the Alumni Association was called at Greensboro March 13, 1916. The purpose of the meeting was stated by Miss Virginia Ragsdale '92, chairman of the Executive Committee, as follows:

«At the August meeting of the Alumni Association acting upon a resolution passed by the Association last June, the Association passed a second resolution to the effect, that the Executive Committee include in their next ballot three names from which a nominee for the position of Trustee should be chosen.

It would seem from later developments that the Board had not granted the request made in June. Hence the Executive Committee called this meeting to find out the will of the Association before getting out a ballot.»

The matter was discussed very fully and a motion was made that the resolution passed in August be recinded. An amendment was added to the effect that the President appoint a committee with power to investigate fully the proposition of Alumni representation on the board of Trustees, and report to the Association at its meeting in May.

There being no further business the meeting adjourned.

WALTER BLAIR, President.
ALMA T. EDWARDS, Sec., pro tem.

MINUTES OF THE MAY MEETING

The Guilford College Alumni Association met in Memorial Hall, May 29, 1916, at 7:30 p. m.

The house was called to order by President Blair, and the roll was called by classes. The August and March minutes were read and adopted, the others having been printed in the Bulletin, were omitted.

The reports on the following pages were then read and accepted:

REPORT OF PRESIDENT

You will doubtless recall that your President accepted the office a year ago under protest, and with the understanding that he might resign and let the newly elected Vice-President fall heir to the presidency upon his arrival in the state. You see, however, that he is still President, being somewhat like the old friend in Pennsylvania who was first in the neighborhood to have a carriage. Everybody else was on horseback, but this friend had a carriage and when he built a shed he put doors in front and in the rear so he could drive straight through. A neighbor suggested that one door would be sufficient and asked why he had doors on both sides. He said that he «never liked to back out of anything».

There has been very little work for your President during the year aside from the regular duties as laid out by the constitution.

The Executive Committee of the previous year recommended the appointment by the President of a special committee on Life Membership. This committee was duly appointed and will report at this meeting. A special committee was also

appointed to cooperate with the College in arranging for a Guilford Dinner, or gettogether of Guilfordians on the occasion of the State Teachers' Assembly at Raleigh during Thanksgiving week.

Your President met with the Executive Committee soon after Commencement and with the Committee outlined the work for the year and appointed the various Committees, and the Chairman of each Committee was notified and furnished with a list of his Committee. The report of these Committees, I trust, will show that wise selections were made.

The Alumni Bulletin was published in August and was, I believe, unusually full of information for those who do not attend the meetings and hear the reports of Committees and the many excellent addresses and papers presented during Commencement week. The expense did not permit the cut of the gateway as was suggested, and we would recommend its being used in the next issue if practicable, I wish to commend the excellent work done by those who had in charge the publication of the Bulletin, and especially do we appreciate the valuable services of Miss Margaret Davis and Prof. Woosley upon whom so much of the work fell on account of the absence of the Secretary.

Of the special meeting held by call of the Executive Committee and your President in the Y. M. C. A. Building in Greensboro, March 13, I need not speak at length here as the minutes of the meeting will give in full the action taken at that time, and the Special Committee appointed according to resolution passed at that time will give its report to this meeting. I wish to say, however, that it is a matter of interest and satisfaction to note that we, as alumni of Guilford College, are not alone in the matter of alumni representation on the Board of Trustees and a share in the management of the College, but that investigation shows that this plan has already been worked out in a large number of colleges and universities all over the country. Even at our neighbor and sis-

ter college, The State Normal, the Alumni want to have its charter changed by the next Legislature so that the young women who have the interest of the college so much at heart may have places on the board along with the politicians, lawyers, and farmers. Let Guilford not fall behind in this important movement of the day.

Another matter which your President would call to the attention of the Association at this time is that of tenure of office of professor and teachers. This is a matter claiming the attention of the colleges and universities and was one of and principal subjects discussed at the meeting of the Association of College Presidents of the United States held last winter in Chicago. While we cannot go into it at length at this time, it is a matter it seems to me which Guilford must consider at a very early date if she expects to hold the high standard of efficiency to which she aspires. Many of us have doubtless heard it said that Guilford is a training school for young professors and that many of them as soon as they have become efficient and begin to be a real strength to the College are let go to other fields for lack of funds to pay them a respectable salary, or for other reasons. I believe that if all the teachers who have been at Guilford for the past twenty years and who are not here now, could be gotten together we would be very much surprised at the number, and the splendid array of educational talent. This is not intended to be a criticism of the management, but simply a statement of a condition which we as an Association should help in some way to correct. What would we as business men think of a business concern or corporation which should each year dispense with a large percentage of its employees and secure others inexperienced in that particular work at lower wages? We would not expect such a policy to maintain a high standard of efficiency.

The colleges and universities are now placing a great many

executive questions, which used to belong to the Board of Trustees, upon the faculty, and I believe that this is as it should be. A prominent educator recently speaking on this subject said, «It is perfectly evident that there are members of any board who have other interests greater than the interest of the college they have in their control, and that they do not know so much about the details of the college as the men who are on the ground, who spend seven days in the week and forty weeks in the year at their work, and that a whole list of subjects connected with the direct management of the affairs of the college rests more securely in the hands of the professors if they feel the necessary responsibility placed upon them for that sort of management». This placing of responsibility upon the faculty would, of course, have to be brought about very gradually. President Sharpless in his speech at the Haverford Alumni Dinner in Philadelphia last winter said on this subject, «One thing necessary is a certain amount of security for the professor in his office,—a security which is not dependent upon the will of the president for the time being or even the Board of Trustees for the time, but which is stated in statute in such a way that it cannot very well be avoided, and I think the action of the University right here in our midst within the last month has done a great deal to establish that principal. You have read in the papers what that action is. When a man reaches the dignity of a full professor, he shall not be displaced from his office unless he has a hearing before a board composed partly of the members of the Board of Trustees and partly of his own associates in the faculty, and after such a hearing the board decides the proper action to be taken». Other colleges have taken very definite action along these lines, among them Bryn Mawr. Your President would not recommend any action on this subject at this time, but merely wants to bring the matter to our attention with the hope that the Association may in the

near future do something to help bring about a condition which will make it possible for Guilford to retain in her service as professors that class of men and women who have heretofore very often been forced to leave the college just as their services are becoming most useful for the reason that we could not pay them a respectable salary, or that other colleges would offer them better.

In closing this report, I wish to express my appreciation of the support and cooperation of the membership during the past year.

W. E. BLAIR, President.

REPORT OF TREASURER

RECEIPTS

Received from Treasurer A. A. Dixon	$347.36
Received from 1915 fees	8.00
Received life membership of Henry Davis	25.00
Received note payment from Kathryn Dorsett	34.25
Received 94 fees for 1916	188.00
Total receipts	$602.61

EXPENDITURES

June 2, 1915 Paid for reception of 1915	$32.49
June 8, 1915 Paid C. W. Stewart for Guilfordians	83.00
September 11, 1915, Paid J. M. Purdie for printing bulletin	45.60
October 5, 1915 Paid Miss Gertrude Mendenhall for flowers	9.00
October 5, 1915 Paid Bernice Pike as loan	50.00
March 18, 1916 Paid W. E. Blair for printing and postage	5.50
April 8, 1916 Paid R. J. M. Hobbs for campus	25.00
April 18, 1916 Paid for printing of statements and postage	9.99
May 15, 1916 Paid Miss Julia White, Registrar, for postage	1.00
Loan to Athletic Association	96.00
Total Expenditures	357.58
Total Receipts	$602.61
Total Expenditures	357.58
Balance on hand	$245.03

Respectfully submitted,

JOHN B. WOOSLEY, Treasurer.

REPORT OF ATHLETIC COMMITTEE

Your Committee is glad to report that the past year has been, upon the whole, a satisfactory one for Guilford Athletics. The basket ball team was unfortunate and won only a small per cent of the games played. The record of the base ball team is the criterion by which our athletic standing is usually judged, however, and we may well be proud of the record our base ball team has made. At the beginning of the season the prospects for a winning team seemed very poor, for there were only three regular members of last year's team on the campus. But with these three men as nucleus Coach John Fox built up a team that met the strongest college teams in North and South Carolina and wound up the season with a record of eleven games won out of a total of sixteen played. There were four men on the team who batted above the coveted average of 300—Futrell 367, Zachary 345, Worth 324 and Captain Short 320.

Jesse P. Garner has been elected Captain for next year. With the loss of only three men from the squad by graduation the prospects look bright for a strong team next season.

Last fall saw the renewal of interest in football at Guilford. Several games were played between class teams but no inter-collegiate games were attempted. We are glad to see foot ball played among the students but do not think it would be for the best interest of our athletics to try to put out a team under present conditions to compete with other colleges. We have an equal chance with other colleges to put out winning teams in base ball and basket ball but would not have an equal chance in foot ball.

One of the most important moves forward in Athletics that Guilford has made in a long time is the practice inaugurated this past year for charging all students an athletic fee, $5.00 each for boys and $2.50 for girls. This will give the

Athletic Association six or seven hundred dollars a year for their use. This should put the Association on a financially sound basis. There is also a movement on foot for the employment of full time Athletic director.

Your committee feels that it would be a splendid thing for Guilford athletics if the student body, faculty, trustees and Alumni could be brought to work in closer harmony in all athletic matters. We therefore recommend the establishment of an Athletic Council to have control of athletic matters and to shape the athletic policy of the college. It is the opinion or your committee that this council should be composed of the following:

President of Athletic Association,
Captains of the various teams,
Member of faculty in charge of athletics,
One member from Board of Trustees,
Chairman of Athletic Committee of Alumni Association.

We would suggest that the incoming Chairman of the Athletic Committee be instructed to take this matter up with the parties mentioned above and if possible bring about the establishment of such a Council.

On behalf of Committee,
D. RALPH PARKER,

High Point, N. C.
May 28, 1916.

REPORT OF THE RECEPTION COMMITTEE

Because of the expected volume of business attendant to the annual meeting of the Alumni Association the reception committee planned no elaborate reception to the incoming members of the class of 1916. The wisdom of this decision became apparent when about eleven o'clock on the evening of the meeting the Association voted down a motion to adjourn.

However, Miss Laura Worth, on behalf of the committee did arrange the conventional punch bowl around which the association gladly gathered at the close of the evening's deliberations.

At the suggestion of the President of the Alumni Association the chairman of the reception committee arranged with the proprietor of the Bland Hotel for a banquet of the Guilford teachers attending the Teacher's Assembly in Raleigh on Friday evening, November 28, 1915. Twenty-two of Guilford's loyal Alumni availed themselves of the joy of this evening. Mr. L. L. White acted as toast master. Speeches were made by President Newlin and others. Much credit is due Mr. E. J. Coltrane for the handling of this function.

On behalf of the committee,
O. V. WOOSLEY, Chairman.

REPORT OF PUBLICITY COMMITTEE

The Publicity Committee begs to report that a regular correspondence has been maintained during the past year with The Greensboro Daily News, The Charlotte Observer, The Winston-Salem Journal, and The News and Observer. The most important events of the college year have been chronicled in these papers and a special effort has been made to report in detail the athletic news of the college. A news item of every base ball and basket ball game was wired to all of these papers on the date of the exhibition.

The Guilfordian continues to be an effective agency for college publicity, and deserves the support of every Alumnus. In the Alumni column of the Guilfordian has been reported all the news about Alumni which has reached the Alumni editor. In this case, the greater the degree of cooperation, the more abundant is the news.

Respectfully submitted,
JNO. B. WOOSLEY,
In behalf of Committee.

REPORT OF CAMPUS COMMITTEE

The Campus Committee met early in September and outlined a program of work. The improvement of the campus was already well under way by the faculty committee and by the preceding Alumni committee. Our work, however, has been by no means impeded or cramped because of these facts. There is indeed room on the large grounds at Guilford for all the effort that can be concentrated on them by all the organizations that will do so.

One of the first steps taken by the committee was to ask Mr. Paul C. Lindley to become a member of our body, which he gladly did. Mr. Lindley has given us the full benefit of his wide experience in landscape improvement. With Mr. Goodwin his landscape architect, he came to the college with your chairman, and made valuable suggestions and directions as to campus improvement. The proper location of young trees, hedges, and evergreens was indicated. Mr. Lindley furnished free of charge six young oaks and set them out on each side of the new gateway.

The plan of proceedure as outlined by the new committee is as follows.

1. A hedge to be planted around the front of the college grounds.
2. To seed in grass the newly graded parts of the campus.
3. To set out native trees in the needy places.
4. To determine various individual improvements that might be carried out by graduating classes, past and future.
5. To provide a lecture on trees.
6. To remove the poles and wires from the front entrance.
7. To set out around the new gate some evergreens in accordance with a plan prepared by Mr. Goodwin.

Of these many improvements your committee accomplished but a few. The hedge has been set out, tho not at the expense of the committee yet partly we hope at our suggestion.

The front grounds have been sown first in rye and now in peas, preparatory to seeding in grass.

Your chairman, with what might be called the Guilford contingent, set out during the Christmas Holidays thirty native young trees, — oak, hickory, poplar and beech. Owing to the exceeding dry weather during the spring, less than half of these trees are now living; but we are not discouraged, for we now have living some sturdy young trees to take the places of the beautiful old ones that are beginning to fall.

At the suggestion of the committee the Campus Hand who is now regularly employed, straightened to an erect position and fertilized the young maples planted on either side of the entrance walks.

The money appropriated for our use was nearly all spent in setting out the evergreens about the new gate. This work was done and the plantings furnished by J. Van Lindley Nursery Co. at an expense of twenty-three dollars ($23.00). The two remaining dollars have been returned to the Association Treasurer.

On behalf of the committee,
R. J. M. Hobbs.

REPORT OF REGISTRAR

This year it was not necessary to send out but 55 blanks as against 75 last year so there is really some gain being made in the file of the Alumni.

There were 16 who responded and of these 8 were members of the class of 1915 (last year). The class of 1893 is now completed in addition to those reported last year.

Respectfully submitted,

JULIA S. WHITE.

May 29, 1916.

REPORT OF EXECUTIVE COMMITTEE

The various standing committees of the Association were appointed in the early Summer, and the reports submitted by them show good work done during the year.

Nominations for the annual election were made in March, and the ballots sent out by the treasurer. The results of the election are as follows:— President, Samuel H. Hodgin, '95; Vice-President, Arthur K. Moore, '11; Treasurer, John B. Woosley, '12; Secretary, Anna L. Davis, '13; Trustee of Loan Fund, Clement O. Meredith, '00; Member of Executive Committee, Annie F. Petty, '94.

The secretary has sent invitations to join the association to the members of the graduating class and all have expressed a desire to become members of the association.

The following appropriations are recommended for addition to Loan Fund, $35.00; for printing Bulletin, $35.00; for Guilfordian, $95.00; for reception $3.65, for Campus Committee, $25.00.

We suggest that the incoming executive committee make a definite agreement with the Guilfordian as to the price to be paid for cash subscription.

It was decided to follow the precedent of the last two or

three years and have no public Alumni exercises at the regular annual meeting, but devote the whole time to a business session.

As new business for discussion at this meeting, we suggest the question of changing the manner of election of the members of the Executive Committee.

On behalf of the Committee,
VIRGINIA RAGSDALE, Chairman.

REPORT OF LITERARY COMMITTEE

The Literary Societies of the college have been doing faithful work. The contests were all of a high order. Fred Morris represented us very creditably in the state contest held in the interest of Peace.

The Public Speaking class gave a very instructive and entertaining evening. Prof. Peele is to be commended for his efforts in this direction.

The Guilfordian has just passed through the second year of its existence, and though it has missed the excellent services of Prof. Montgomery, it still is a marked improvement over the Collegian. We hope that more of the Alumni will take it, and also contribute to it in the way of letters and articles.

By a mutual agreement on the part of the classes the interclass debates were not held. It is quite an effort for the classes to carry out all the activities which devolve upon them. So it was very likely best that these debates were not held during this year. This is, however, no indication that they will be discontinued for another year.

The Literary Club has had its most successful year. It has been studying that very fertile field of Greek Literature — the Drama. It was remarked at our last meeting that no duty which had been assigned had failed to be rendered. The most faithful members were Dr. and Mrs. Hobbs, Prof. and

Mrs. Davis, Miss Julia White, Miss Osborne, Miss Ayer, Miss Gainey, Miss Pauline White, Miss Edwards, Miss Benbow, Mr. and Mrs. Meredith, Messrs. Brinton and Balderston.

On behalf of the Committee,

C. O. MEREDITH.

REPORT OF CHRISTIAN WORK COMMITTEE

The Y. M. C. A. at Guilford has held weekly meetings with an average attendance of 61. Albert J. Brown, ex-president of Wilmington college, held five meetings with the young men last fall. These meetings were well attended and put new life into the Association. There were nine conversions. There are five probable candidates for the ministry. Bible class attendance has been poor.

The Y. M. and Y. W. C. A. conduct regularly a Sunday morning collection when students or members of the faculty make short talks. These are very helpful meetings. A bi-monthly Biblical Seminar is supported by the young men. This has had an attendance of about 25. They have studied this year, Negro Problems in the South.

The Y. W. C. A. has had weekly meetings with an average attendance of about 45. These have been conducted by students, lady teachers and visitors. There have been no special series of meetings. The Bible and mission study classes have had excellent attendance. There are no student volunteers, but there are two or three prospective ones.

On the whole the religious atmosphere at Guilford is fairly good, although the students are not as active in Christian work as might be desired.

For the Committee,

CLARA I. COX.

ALMA T. EDWARDS.

REPORT OF LIFE MEMBERSHIP COMMITTEE

There has been some effort on the part of the committee to secure life members by the payment of $25.00 in one sum. We have to report one member, Henry Davis, '09, who has paid the fee and he is entitled to be enrolled as a Life Member. A few others have promised favorable consideration and we hope the efforts of the Committee have not been in vain. A write-up of the Life Membership prepared by the Committee, recently appeared in the Guilfordian.

The Committee recommends that the matter be agitated and kept before the members of the Association.

For the Committee,
H. A. WHITE, Chairman.

On taking up the new business Miss Virginia Ragsdale, as a member of the executive committee, brought up the following discussion and resolution concerning a different method for the election of the executive committee.

Inasmuch as great responsibility rests upon the executive committee, it is most important that all members of the committee attend the meetings and take part in the discussions and decisions. Most of the members appointed in recent years by the president from the graduating class have found it impossible to attend the Committee meetings, and it seems advisable that the choice of one member of the executive committee each year be no longer restricted to the graduating class. Therefore the following resolution is presented:

The executive committee shall ask for a vote next spring on an amendment to change Article III, Section 3 of the Constitution to read: «There shall be an executive committee of

six members, two of whom shall be elected each year by the association to serve for a term of three years.»

The presentation was acceptable to the house and left for completion at the next meeting.

Under the head of unfinished business a special committee's report concerning alumni representation was given by S. H. Hodgin. The plan which was offered and agreed upon is as follows:

PROPOSED PLAN OF ALUMNI REPRESENTATION ON THE BOARD OF TRUSTEES OF GUILFORD COLLEGE

Section 1. In order to afford the alumni direct and responsible representation on the college board of trustees there shall always be three trustees elected upon nomination of the alumni association. Such nominations shall be made in the manner and under the conditions hereinafter set forth, and the trustees elected upon such nomination shall be known as Alumni Trustees.

Section 2. On each alternate year beginning in 1917 the executive committee of the alumni association on or before the first day of January prior to the expiration of the terms of office of members of the board, shall furnish to the board of trustees the names of four persons as nominees for the position of alumni trustee. From these four the board of trustees shall return to the executive committee, in not to exceed sixty days, two names of the four proposed, to be submitted with the candidates for office of the alumni association.

The candidate for alumni trustee receiving the highest number of votes shall, upon certification of the president of

the association, be elected by the board of trustees as a member thereof for a term of six years.

Section 3. In case of a vacancy for any cause among the alumni trustees, it shall be the duty of the secretary of the board of trustees to inform the chairman of the executive committee of the alumni association. This committee shall then proceed in the usual manner to nominate a successor to the alumni trustee whose place has become vacant. The nomination and election so made shall be for the unexpired term of such alumni trustee.

Section 4. No one shall be eligible for nomination as alumni trustee except graduates of Guilford College of at least ten years standing and whose qualifications conform to the conditions laid down in the charter of the college.

Section 5. Any graduate of at least two years standing shall be eligible to vote for alumni trustee.

Section 6. The Trustees of Guilford College reserve the right, at any annual meeting of the board, to revoke any or all of the above provisions, if in their judgment the best interests of the college should demand such action.

REPORT OF LOAN FUND COMMITTEE

One loan of $50.00 has been made and one note of $32.50 with $1.75 interest has been paid. We recommend that an appropriation of $25.00 be made for the Loan Fund for the coming year.

A. W. HOBBS,
For committee.

The following members of the graduating class returned the cards, requesting to be members of the association, and were gladly accepted:

Robert Mitchell, Fuller Yates, Thomas Perry, Carrie Yates, Josephine Coble, Harold Budd, Royster Blaylock, Clifford Hinshaw, Archibald Reddick, Fred Morris, Thomas Seamans, Juliette Ballinger, Phoebe Worth, Bessie Guthrie, Laura Davis, Floy Lassiter, Lester Coggins, Charles Lambeth, Milton Mason, Troy Short.

The secretary was directed to write a note of thanks to J. V. Lindley for his kind and faithful work on the Guilford College campus.

After the installation of officers the house adjourned.

S. H. HODGIN, President.
ANNA L. DAVIS, Secretary.

ALUMNI

CLASS OF '89

Robert H. Cronk, B. S. Whitby, Ont.
Joseph Moore Dixon, B. S. Missoula, Mont.
Edward B. Moore, B. S. Liberty, N. C.
Roberts Cromwell Root, B. S.; A. M. Leland Stanford,
2218 Durant Ave., Berkeley, Call.
*Lola Stanley Moore, A. B. ———
*Lucius A. Ward, B. S. ———
*Campbell White, B. S. ———
Florina Worth, B. S.; Mrs. R. B. John, Fayetteville, N. C.

CLASS OF '90

John T. Benbow, A. B. Winston-Salem, N. C.
Augustin W. Blair, B. S.; A. M., Haverford,
202 Lawrence Ave., New Brunswick, N. J.
Jessica Johnson Dickson, B. S. Kimberling Heights, Tenn.
Genevieve Mendenhall, B. S.; Mrs. A. W. Blair,
202 Lawrence Ave., New Brunswick, N. J.
*Susanna Osborne, B. S. ———
Leonard C. Van Noppen, A. B.; B. Litt., University of N. C.;
A. M. Haverford, Riverside, Conn.
David White, A. B. Greensboro, N. C.
H. Herman Woody, A. B.; A. B., Earlham,
Guilford College, N. C.

CLASS OF '91

Alzanon E. Alexander, B. S. High Point, N. C.
Frank B. Benbow, A. B. Winston-Salem, N. C.
S. Addison Hodgin, B. S.; Ph. B., University of N. C.,
Greensboro, N. C.

Julia S. White, B. S. Guilford College, N. C.
Arthur Lyon, B. S. High Point N. C.
Joseph H. Peele, B. S. Guilford College, N. C.
Elisha D. Stanford, B. S. Little Roch, Ark.
Mary E. Mendenhall, B. S.; Mrs. J. F. Davis, Guilford College, N. C.

CLASS OF '92

Sue J. Farlow, A. B.; Mrs. T. Philip Raiford, Ivor, Va.
*M. Edna Farlow, B. S. ———
Martha J. Henley, B. S. Ashboro, N. C.
Mary Massey, B. S.; Mrs. James R. Pearson, Dudley, N. C.
Walter W. Mendenhall, B. S. 10707 Bryant Ave., Cleveland, O.
Virginia Ragsdale, B. S., Ph. D., Bryn Mawr, Jamestown, N. C.
William Jasper Thompson, B. S. Rich Square, N. C.
Emma L. White, B. S. Belvidere, N. C.
George W. Wilson, B. S.; LL. B., Columbia; Gastonia, N. C.
Edwin M. Wilson, A. B.; A. M., Haverford; Haverford, Pa.
Laura D. Worth, B. S. Guilford College, N. C.

CLASS OF '93

Marion T. Chilton, A. B. Danbury, N. C.
Eugene E. Gillespie, A. B.; A. B., University of N. C., Yorkville, S. C.
*Elizabeth Meader White, B. S. ———
James P. Parker, B. S. Blue Ridge, N. C.
Elwood O. Reynolds, B. S. Whittier, Cal.
Charles F. Tomlinson, B. S.; Ph. B., University of N. C., High Point, N. C.
Cora E. White, B. S. Belvidere, N. C.
Elbert S. White, B. S. Norfolk, Va.

CLASS OF '94

Lucile Armfield, B.S. — Monroe, N. C.
Wm. J. Armfield, B.S. — Ashboro, N. C.
Mary Arnold, A.B.; Mrs. Gilmore. — Sanford, N. C.
Ruth Blair, B.S.; Mrs. O. P. Ader. — Waynesville, N. C.
F. Walter Grabs, A.B.; B.D., Moravian Theological, Bethania, N. C.
Emma Hammond, B.S.; Mrs. B. R. Smith, — Clinton, N. C.
Annie F. Petty, B.S. — Greensboro, N. C.
Henry A. White, B.S.; B.S., Haverford, — High Point, N. C.
*Isabella Woodley, A.B. ———
William T. Woodley, Jr., A.B. — Tyner, N. C.
Eugene J. Woodward, B.S. — Wilmington, N. C.
Hiram B. Worth, B. S. — Greensboro, N. C.

CLASS OF '95

G. Raymond Allen, A.B.; LL.B., New York University, 27 William St., New York, N. Y.
Cecil A. Boren, B.S. — Pomona, N. C.
Dora Bradshaw, B.S.; Mrs. Clark, 1124 Park Road, Washington, D. C.
Eunice Darden, B.S.; Mrs. Leslie O. Meador, Tamworth, N. H.
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J. Franklin Davis, elected 1914	Guilford College, N. C.
John Van Lindley, elected 1914	Pomona, N. C.
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Henry A. White.
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* Deceased.

GUILFORD COLLEGE BULLETIN

VOL. IX. NOVEMBER, 1916 No. 3

STUDENT ACTIVITIES

CALENDAR

December 20, Wednesday 4 P. M. Christmas vacation begins.

January 3, Wednesday 9:30 A. M. Recitations resumed.

January 15-20, Monday to Saturday, Midyear Examinations.

January 22, Monday, Second term opens.

Entered at Guilford College, N. C., as second-class matter, under act of Congress of July 16, 1894.



FOUNDERS HALL

STUDENT ACTIVITIES

There are several causes for encouragement in the progress of the college year thus far. There is a spirit of co-operation and harmony that seems to pervade every department of the college. It is a good sign when every room on the campus in the boys' dormitories is occupied. This has been the condition much of the time this year.

It has been thought that it would be instructive and interesting to our patrons who may read this Bulletin to know of the various activities on the college campus. The college is the scene of a busy life from early in the morning until late at night every day in the week during the school year. It is understood without saying that the main business of the student is study and recitation, and the main business of the teacher is teaching. But college life would lose much of its pleasure and value, and college history would be dreary if it were not for the added spice of the various activities aside from the work that is graded and recorded in order to make sure of a diploma. From 8:20 in the morning until 4:00 in the afternoon every school day occur seven recitation periods. The chapel exercises where all the students and teachers are expected to meet each

school day occur at 9:15 in the morning, and there is an intermission during the noon hour. The arrangements are so clearly known by all that the daily routine proceeds with little friction. Various faculty committees meet as often as occasions demand—the entire faculty meeting once every two weeks, and at other times when there is need. The Treasurer's office and the President's office are open during the school day to attend to any matters that may come up for consultation or decision. Each college class has the privilege of a class meeting every two weeks. In order to attend these meetings a student must have scholastic credits entitling him to membership in that class.

Frequent socials are held under the administration of the Social Committee.

The Choral Society and the various musical entertainments add much to the college life.

The following pages will give a general idea of the college life in addition to the regular academic work.

THE LITERARY CLUB

DR. C. O. MEREDITH, PRESIDENT

The Literary Club was organized in the year 1907. Its object is to promote a broader and deeper liter-

ary culture in its members and to cultivate a literary spirit in the college. Besides the usual officers there are two committees appointed at the opening of the college year by the newly elected President—the Program and the Executive. The membership of the club is confined to the Faculty and such other persons as the Executive ommittee, after careful investigation, may recommend as being capable and willing to do the grade of work which the club requires. The number of members this year is eighteen.

The club takes up each year a department of literature of a certain people, studies this department historically, scientifically, comparatively, as well as from a literary point of view. For the past two years the club has devoted itself to the study of Greek literature, the Epic and the Tragic Drama. This year it has just completed its study of Greek Comedy as portrayed by Aristophanes, and now proposes to make a short survey of Greek Pastoral Poetry, and then devote itself for the rest of the year to the study of Greek Philosophy.

The interest and enthusiasm manifested in the meetings, and the care shown in the preparation of the various exercises, give evidence of the effectiveness of the organization.

YOUNG MEN'S CHRISTIAN ASSOCIATION

RHESA L. NEWLIN, PRESIDENT

The Young Men's Christian Association of Guilford College is twenty-seven years old. It stands for that which is best in student life—the spirit, mind, and body. Its purpose is: to strengthen the spiritual life of the fellows; to promote growth in Christian character; to lead men into fellowship with Christ; and to train men for Christian service—a greater purpose is unknown.

The year 1916 is unique in the annals of the organization; for the membership is the largest in its history—there are 110 members on the campus. Bible Study thus far has not been surpassed, and the attendance at the Thursday evening prayer meetings has not been excelled. Also we took the burden upon our shoulders to renovate our hall, and this work will soon be completed. The effect of the work of the Y. M. C. A. for the last few years has warranted the hearty support it has been given by the men of the college this year.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

HAZEL ARMSTONG, PRESIDENT

The Guilford College Young Women's Christian Association, organized March, 1889, was an out-

growth of the oldest Young Women's Christian Temperance Union in the State, organized in 1884. In 1890 the two organizations united, but it was not until the year 1903-1904 that the Young Women's Christian Association took over the entire work of the two organizations.

The Y. W. C. A. was not organized to take the place of the church, but to give the students a definite part in working out their own problems and to furnish an outlet for service, which the changing character of the student body makes it hard for the local church to give. Its ultimate purpose is to bring young women to a knowledge of Jesus Christ as their personal Saviour.

The work of the Association is carried on by committees. Only those students who are members of Protestant evangelical churches and who have been recommended by the Membership Committee may become active members. For the past two years practically every dormitory student and every lady faculty member has joined. There are 75 members enrolled at present.

We shall turn our attention this year toward developing our work in social service and creating among the students a keen appreciation of our responsibility to the Oriental students.

THE BIBLICAL SEMINAR

JOHN HENRY BEESON, PRESIDENT

The Biblical Seminar was organized in the spring of 1910 under the direction of Professor J. Edwin Jay and six charter members. As set forth by the founders, "The object of the society shall be to foster a closer fellowship among the Biblically and religiously inclined students of the college. It should be its object further to enlist spiritually minded students for the ministry, and to train the same for practical ministerial work." The promoters also provided for an executive committee to arrange programs, and a religious work committee to look out for an opportunity for any active work of the members of the society. The Seminar was to meet bi-weekly, and to consist of such persons as might be proposed by any member of the Seminar and elected by a two-thirds vote of its members.

Since its organization, the society has grown till at present it has twenty-one members. In addition to the policy briefly outlined by its founders, the Seminar has somewhat broadened its scope, bringing into its discussions various current social problems, as the negro problem, moral and religious conditions in mill districts, and church methods, as well as discussions relating more directly to the ministry.

THE MINISTERIAL ASSOCIATION

Knowing that there was quite a number of young people, students of Guilford College who felt that their calling and life work would be in the ministry, in the fall of 1916 The Ministerial Association was organized. A signed statement that one feels called to the public ministry and the pledge to devote his life to this work constitutes eligibility for applying for membership. There are now twelve members. The aim is to create a love and enthusiasm for this work, by fellowship and mutual helpfulness. It is hoped in this way to render a real service to the church. The Association meets every two weeks. It is not the aim to conflict with or take the place of any other organization, but it is believed this Association has a function peculiarly its own. The organization was suggested and has been promoted by the President of the college.

ATHLETIC ASSOCIATION

R. S. DOAK, DIRECTOR

The Athletic Association of Guilford College was organized several years ago for the purpose of promoting all kinds of athletics.

Physical training has a very important place in the life of every school and college. The two main reasons for such an organization in any school are,

physical development of the student body, and the pleasure they get from the various sports.

The organization aims to promote all the sports and games ususal in educational institutions. Some of these continue throughout the entire school year. There is a separate organization among the boys and girls. Students are eligible to any team, since they have all paid an athletic fee which admits them free to all games and the use of the athletic grounds.

Athletics in Guilford College is carried on as a pure amateur sport. It is intended to reach the entire student body. Good clean athletics is a good advertisement for the college and only such does Guilford produce; and in the college athletics holds a minor but very important place.

HENRY CLAY LITERARY SOCIETY

Believing it would be to the best interest of the students of New Garden Boarding School that another debating society be organized, several of the young men met on February 13th, 1885, and organized the Claytonian Literary Society, which, four years later, became what is now the Henry Clay Literary Society of Guilford College.

One year after its organization the society was provided with a room in King Hall in which it held its regular meetings until 1908 when fire destroyed its well equipped room, saving only a few of its pic-

tures, and again forced it to retreat to class rooms.

At present the society is composed of forty-seven active members whose earnest endeavor it is to develop themselves in such a way as to make them most profitable and desirable citizens. With a new hall almost complete, the society is taking on new life and exulting in the anticipation of its new home in the Y. M. C. A. building.

THE WEBSTERIAN LITERARY SOCIETY

On February 13, 1885, nine enthusiastic young men of New Garden Boarding School, now Guilford College, realizing the need of debating, organized the Websterian Literary Society. The society was named after America's most illustrious and gifted statesman and orator, Daniel Webster.

In 1911, some of the alumni, once members of the society, seeing the benefit of an incorporated organization, had it chartered under the laws of the State and thereafter it has borne the name of The Websterian Literary Society, Incorporated.

With the burning of King Hall in 1908, the society lost its hall and a part of its property. Since then until recently, the meetings have been held in a class room. Just now the society owns a handsomely furnished hall, the walls of which are hung with oil portraits of famous men.

Since the time of its organization, the society has prospered, putting out many efficiently trained men. At present there are enrolled forty-two active members. The requirement for membership is a good moral character of any person attending Guilford College.

The society stands for the development of power, of character and training of the intellect. It offers facilities for practice in debate, oratory, declamation and essay writing. Each member becomes familiar with parliamentary law and its usage. Too, the Websterians stand for literary culture as well as for development of self-control and power to persuade and control others.

ZATASIAN LITERARY SOCIETY

In the fall of 1908, the Philagorean Literary Society was divided equally into two societies. To one of these was given the name Zatasian, meaning "Seekers of knowledge." This society was organized with thirty-five members and has had approximately that number since that time.

Programs are given each Friday evening. Several times during the year each girl takes part in the program, either renderiug a recitation, solo, debating or giving a short talk on some subject.

Each year two prizes are given, one for the best oration delivered in the annual oratorical contest

held in the spring and one given to the girl making the most improvement in debating. These contests are meant to encourage work and to stimulate interest in debating.

The purpose of the Zatasian Society has ever been to be worthy of the name—Seekers of knowledge. Hard work has always been the slogan and will continue to be as long as the society exists.

THE PHILOMATHEAN LITERARY SOCIETY

On September 7th, 1908, the first meeting of the Philomathean Literary Society was held. Margaret Peele was president and Janie Brown, secretary, Margaret Davis, treasurer, and Katherine Allen, marshal. In the beginning there were not more than twenty girls, but these were earnest, loyal workers who laid a firm foundation.

At present there are forty-two members. A number of these are new students, but they are showing their real ability in debating, musical talent and in fact all phases of society work. The society tries to live up to the motto which the name Philomathean stands for, "Lovers of Knowledge." Therefore the programs are varied from week to week from oratory and history to music and humor.

To encourage work there is a prize awarded at the end of each school year for the new member

making the most improvement during the school year.

In the spring term an oratorical contest is held. There are usually six contestants who write their orations and deliver them publicly. A prize of books is given to the best orator.

A college course would in no way be complete without the aid of the literary society. It not only broadens the intellectual views, but creates a desire for the best masters of literature, music and art. It is a sure way of developing personal talents and strength of character, besides a place for spending many evenings of enjoyment and recreation.

Although the members are proud of their past history, they are endeavoring to make this year the best in the history of the Philomathean Society.

SCIENCE CLUB

The Joseph Moore Science Club was organized in 1906. Its object, in the words of the Constitution, is "to discuss topics of general interest to the teachers and students of the science departments of the college and to cultivate a scientific spirit in this institution." The name was chosen in honor of Professor Joseph Moore, for many years the head of the Department of Natural Science.

The membership has usually been confined to

upper-classmen, faculty, resident Almni who have shown a special interest in scientific matters. The meetings have been a source of both instruction and inspiration to the members.

Not the least important work of the organization is the service it has frequently rendered the college community in securing lecturers of note from other institutions.

GUILFORD COLLEGE BULLETIN

SPECIAL NUMBER

BULLETIN OF INFORMATION

This bulletin is issued in order to acquaint our students with the schedule of courses offered the first term of the new College year. By consulting this bulletin students can readily see what courses will be given and the days of the week and the hour of recitation. This will avoid all conflicts in registering. It may be that some students will not be able to take every study they desire. This is always true even in a great university. But with a little care each and every student can select a course of study with the aid of the Dean and members of the faculty that will be satisfactory and to the taste of all. In this way this bulletin should be of great help in registering the students.

What To Do On Arriving At The College

Young women should go at once to Founders Hall if they have engaged rooms there, and see Miss Osborne, the Governess; or if their rooms are in New Garden Hall they should go at once to that hall and arrange with the Matron, Miss Dix.

Young men should find Prof. Woosley in Cox Hall

and get their location either in Cox Hall, Archdale Hall or one of the Cottages.

After these matters have been attended to all students should go to the President's office in Memorial Hall and register there and receive the necessary enrollment cards. From here they will be asked to see the Dean whose office is adjoining the President's office. After this every student is asked to see the Treasurer whose office is in the east end of Founders Hall. By noting carefully these details of registration the work can be attended to very rapidly.

Our New Professors

While we will all miss the very efficient men who are leaving Guilford College this year, yet the student body is to be congratulated that such splendid men are to take the places thus made vacant. The work here will be new to these men, but they are well experienced in like work elsewhere. We can all do much to aid them in starting in their departments at the beginning of the year and we feel confident this will be done.



CARLETON B. EDWARDS, B. S., of the Chemistry Department

Prof. Edwards comes to us from Earlham College, Indiana, where he has taken post graduate work and assisted in the chemical department. He comes to us well recommended by those who know him and our work.

Prof. Edwards is well prepared to carry on the high grade of work in Chemistry that Guilford has had in recent years.



E. PARTINGTON, A. B., of the
Department of English

Prof. Partington comes to us with a large experience in just such courses as he will be called on to give at Guilford College. He has held a like position at Pacific College, Oregon, and in recent years he has been Principal of Oakwood Seminary, Union Springs, N. Y. He is spending the summer at Syracuse University Summer School in special preparation for our work.



W. C. GEORGE, A. M., Professor of Biology

Prof. George is a North Carolina man, educated in high school and our State University. He has specialized on his chosen field — that of Biology, until he has finished the work for his doctorate except completing his thesis. Dr. Wilson of the Department of Biology at Chapel Hill says Prof. George is able to reproduce the work at Guilford College that they do at the State University. We are fortunate in having such a strong man in our teaching force at Guilford College. Prof. George is spending the summer at the Marine Laboratory at Beaufort, N. C.

The following courses in the College Department will be offered the first term. For further explanation see the catalogue.

BIBLICAL HISTORY AND LITERATURE

I. Biblical Literature—A survey of Hebrew and Jewish history with special emphasis on the prophetic writings.
M., Tu., Th., F. 2:20 Professor DAVIS.

II. Teacher Training—Text-book, lecture, required readings and investigations on assigned subjects. Especially arranged for Christian workers in Sunday School and church.
Tu., W., Th., 9:30 President NEWLIN.

III. The Life of Christ—A study in the harmony of the Gospels and analysis of each Gospel.
Tu., W., Th., F., 3:10 Professor PEELE.

BIOLOGY

I. General Biology—Text-book, lectures, recitations and laboratory work on General Biology.
M., W., Th. 10:25 Professor GEORGE.

II. Mammalian Anatomy—This course will be of special value to those intending to study medicine or to teach Biology or Physiology in secondary schools. Practical work in anatomic methods.
Tu., W., F. 8:20 Professor GEORGE.

III. Embryology—A study of the development of the mammalian embryo, with laboratory work and lectures. Required readings.
M., Tu., W., Th. 1:30 Professor GEORGE.

VII. General Geology — Recitations, laboratory work and collateral reading, with a study and identification of the common rocks and minerals.
M., Tu., W., F. 3:10 Professor GEORGE.
Laboratory hours in the Biology courses by arrangement.

CHEMISTRY

I. General Chemistry—Two lectures and two laboratory periods each week, with text-book study.
M., Th. 2:20 Professor EDWARDS.

II. Qualitative Analysis—This course consists in a thorough study of the methods used in the separation and detection of the bases and acids.
Th. 1:30 Professor EDWARDS.

III. Quantitative Analysis -The analysis by simple gravometric and volumetric methods of the complete analyses of ores and technical products. Prerequisites I and II.
M. 1:30 Professor EDWARDS.

VI. Chemistry of Food and Nutrition—Text-book work, lectures, laboratory and outside reading. This course is a practical work in household economy.
M., W., F. 10:25 Professor EDWARDS.
Laboratory hours in the Chemistry courses by arrangement.

ECONOMICS

I. Economics—A general introduction to the principles of political economy. Text-book, collateral reference work and a theme by each student.
Tu., W., Th., F. 10:25 Professor WOOSLEY.

III. Sociology—This course strives to explain the basis of society, the social institutions, social pathology, social psychology and progress. Text-book, collateral reading.
Tu., W., F. 1:30 Professor WOOSLEY.

ENGLISH

Ia. The Principles of Rhetoric and Composition—Lectures on the history of the English language. Frequent themes.

Section 1 M., W., Th., F. 9:30 Professor PARTINGTON.

Section 2 M., Tu., Th., F. 1:30 Professor PARTINGTON.

II. Sophomore Composition—Constant practice in the various forms of prose composition and practice in oral composition.

Tu., Th. 11:20 Professor PARTINGTON.

IIIa. Elizabethan Drama—This course acquaints the student with the drama of the Elizabethan age. A historical survey of the drama and the writers preceding Shakespeare.

Tu., Th., F. 8:20 Professor PARTINGTON.

Va. American Literature—This course gives a general survey of American literature from 1607 to the present time, with a study of the representative writers of each period. Lectures, recitations, outside readings and reports.

M., W., F. 3:10 Professor PARTINGTON.

FRENCH

A. This is a course for beginners. Pronunciation and grammar, oral and written exercises, sight translation, reading simple French stories.

M., Tu., Th., F. 2:20 Miss AYER.

I. A second year course in grammar and composition, oral and written reproduction of selected passages and texts read. Reading of prose and poetry.

M., W., Th., F. 9:30 Miss AYER.

II. This is a study of advanced grammar and the history of French literature, reading of representative texts, oral and written reviews of texts, special topics.
Tu., Th., F. 11:20 Miss AYER.

GERMAN

A. Beginning German—Pronunciation and grammar, oral and written exercises, reading of simple German prose.
Tu., W., Th., F. 8:20 Miss AYER.

I. A second year course in German grammar and composition, oral and written reproduction of selected passages, reading of prose and poetry.
M., W., Th., F. 9:30 Professor DAVIS.

II. A course in advanced grammar, oral and written summaries of texts. Extensive reading of prose and poetry.
M., W., F. 3:10 Dr. MEREDITH.

GREEK

I. Beginning Greek—This course is devoted to learning the forms of the language and doing easy exercises in beginning Greek.
M., Tu., Th., F. 10:25 Professor DAVIS.

II. A second year course in Greek. The third book of the Anabasis and selections from Herodotus.
M., Tu., Th., F. 11:20 Professor DAVIS.

HISTORY

I. Mediaeval and Modern—This is a study of the history of Western Europe, outlining the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Text-book and reference work.
M., W., F. 11:20 Professor WOOSLEY.

IIIa. Constitutional History This course traces the formation of the development of the United States government, with a close examination of its present form and workings. This is a combination of history and advanced civics. Text-book, lectures and reference work.
Tu., W., Th., F. 8:20 Professor WOOSLEY.

LATIN

I. Livy—This course includes two books of Livy, with composition weekly. Rapid reading and sight reading of easy passages.
M., Tu., Th., F. 1:30 Miss OSBORNE.

IV. Selections from Ovid and Propertius—This includes selections from the Elegies of Ovid and Propertius.
M., Tu., Th., F. 1:30. Miss EDWARDS.

VII. Roman Comedy—This course embraces the Captivi and Trinumus of Plautus, the Andria and Adelphoe of Terence. This is a study of the fundamental qualities of Roman comedy.
M., W., F. 11:20 Dr. MEREDITH.

MATHEMATICS

Ia. College Algebra—This course includes a review of the ground work of algebra, going on to logarithms, undetermined coefficients, the binomial theorem, permutations and combinations, with a brief introduction to the theory of equations.
M., Tu., W., Th., F. 10:25 Professor BRINTON.

II. Plane and Solid Analytic Geometry.
M., Tu., Th. F. 1:30 Professor BRINTON.

III. Differential and Integral Calculus.
M., Tu., W., F. 9:30 Professor BRINTON.

IV. Differential Equations.
M., W., F. 8:20 Professor BRINTON.

V. Surveying—This course consists of text-book work, reference and practical work with the surveyor's instruments.
Tu., W., Th. 3:10 Professor BRINTON.
Field Work in Mathematics V by arrangement.

PHILOSOPHY

I. Psychology—This is a general course in psychology, covering the field of mental facts and processes, supplemented by readings and lectures.
M., W., F. 9:30 Dr. HOBBS.

PHYSICS

A. Elementary Physics—This course includes a general survey of the most important principles of mechanics, heat, sound, light, magnetism, and electricity. Algebra and Plane Geometry prerequisites.
M., Tu., Th., F. 3:10 Professor BALDERSTON.

I. General Physics—This course consists of text-book work and laboratory work in Physics. College Algebra and Plane Trigonometry are prerequisites.
M., Tu., W., Th. 8:20 Professor BALDERSTON.

IIa. Elements of Electricity—This course is designed for special students who desire practical working knowledge in electricity. Lectures, text-book work, combined with laboratory.
M., Tu., Th., F. 2:20 Professor BALDERSTON.

III. Theoretical Mechanics.
Tu., Th. 9:30 Professor BALDERSTON.
Laboratory hours in all courses in Physics by arrangement.

PUBLIC SPEAKING

In this course the work of articulation, pronunciation, emphasis, inflection, tone color, and physical culture are taken up.

Tu., Th., F. 10:25 Professor PEELE.

MUSIC

The various courses in music will be arranged by personal interview with the music teachers.

Miss PAPWORTH, Piano.
Miss WHITE, Voice.

BOOKKEEPING

Modern Illustrative Bookkeeping—A course in practical work with checks, drafts, notes, deposits, discounts as practiced by progressive business houses in both double and single entry systems.

Tu., Th., F. 2:20 Professor WHITE.

The following courses will be organized in the preparatory school:

Algebra A—This is a course in beginning Algebra for those who have no entrance credits in Algebra.
Daily 9:30 Professor PEELE.

Algebra B—This is a second year course in Algebra for those who have studied Algebra to a considerable extent before coming.
Daily 3:10 Miss EDWARDS.

Caesar's Gallic War and Latin Composition—A second year's course in Latin.
Daily 9:30 Miss OSBORNE.

Cicero and Composition—This course embraces the four Orations against Catiline.
Daily 8:20 Dr. HOBBS.

English B—The principles of English Composition governing pronunciation, the use of words, sentences and paragraphs.
Daily 11:20 Miss EDWARDS.

English C—A third year in English. Prepares for entrance to the freshman class in college.
Daily 2:20 Professor PEELE.

History, Ancient—This is a course in Ancient History, including Oriental, Greek and Roman.
Daily 10:25 Miss OSBORNE.

Geometry, Plane—Includes five books and numerous original exercises taken from other sources. Prerequisite, Algebra A and B.
Daily 11:20 Professor WHITE.

Primary Latin—This is a course in beginning Latin and embraces all the essentials preparatory to a study of higher Latin.

Section 1 daily 8:20 — Dr. MEREDITH.
Section 2 daily 1:30 — Dr. HOBBS.

NOTICE

All students should arrive in good time to register and locate in time to attend the opening exercises Wednesday, September 6, 9 a. m. Special addresses will be given and announcements for the term will be made at this time.

Entered at Guilford College, N. C., as second-class matter, under act of Congress of July 16, 1894.

GUILFORD COLLEGE BULLETIN

CATALOGUE NUMBER
1916-1917

See inside dates.

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

1917

JULY

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DECEMBER

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Second Term, 1917—Eighteen Weeks

January 22—Monday, Second Term Opens.
March 24—Third Quarter Ends.
April 9—Monday, Easter Holiday.
April 14—Opportunity for Removing First Term Conditions.
April 20—Friday, 8 p. m., Philomathean Oratorical Contest.
May 5—Saturday, 8 p. m., Henry Clay Oratorical Contest.
May 12—Saturday, 8 p. m., Zatasian Oratorical Contest.
May 19—Saturday, 8 p. m., Websterian Oratorical Contest.
May 25—Friday, 8 p. m., Music Recital.
May 27—Sunday, 11 a. m., Baccalaureate Service.
May 27—Sunday, 8 p. m.,
Address before the Christian Associations.
May 29—Tuesday, Commencement.
Summer Vacation Fourteen Weeks.

College Calendar, 1917-1918

Eighty-First Academic Year

First Term, 1917—Eighteen Weeks

September 4—Tuesday, College Opens,
Registration and Classification.
September 3, 4, 5—Opportunity for Removing Deficiencies by Re-examination.
September 5—Wednesday, 8:20 a. m., Recitations Begin.
November 3—Saturday, First Quarter Ends.
November 29—Thursday, Thanksgiving Holiday.
December 21—Friday, 4 p. m., Christmas Vacation Begins.
January 3—Thursday, 9:30 a. m., Recitations Resumed.
January 14 to 19—Monday to Saturday,
Mid-year Examinations.

Second Term, 1918—Eighteen Weeks

January 21—Monday, Second Term Opens.
March 23—Saturday, Third Quarter Ends.
April 1—Monday, Easter Holiday.
April 27—Saturday, 8 p. m., Websterian Oratorical Contest.
May 4—Saturday, 8 p. m., Philomathean Oratorical Contest.
May 11—Saturday, 8 p. m., Henry Clay Oratorical Contest.
May 18—Saturday, 8 p. m., Zatasian Oratorical Contest.
May 26—Sunday, 11 a. m., Baccalaureate Service.
May 26—Sunday, 8 p. m.,
Address before the Christian Associations.
May 28—Tuesday, Commencement.
Summer Vacation Fourteen Weeks.

Board of Trustees

	Term expires
Wm. H. Worth, Greensboro, N. C.	1917
Henry A. White, High Point, N. C.	1917
J. Elwood Cox, High Point, N. C.	1918
Jeremiah S. Cox, Greensboro, N. C.	1918
C. P. Frazier, Greensboro, N. C.	1919
E. C. Mendenhall, High Point, N. C.	1919
John B. Griffin, Woodland, N. C.	1920
David White, Greensboro, N. C.	1920
J. Van Lindley, Pomona, N. C.	1921
Chas. F. Tomlinson, High Point, N. C.	1921
N. C. English, Trinity, N. C.	1922
Wm. T. Parker, High Point, N. C.	1922

J. Elwood Cox, *Chairman*
David White, *Secretary*

Advisory Committee

Appointed by the Yearly Meeting

	Term expires
Priscilla B. Hackney, Greensboro, N. C.	1917
Roxie D. White, Guilford College, N. C.	1917
Sandia Lindley, Pomona, N. C.	1917
Mary M. Petty, Greensboro, N. C.	1918
Gertrude W. Mendenhall, Greensboro, N. C.	1918
Bertha Cox, High Point, N. C.	1918
Mary D. Cox, High Point, N. C.	1919
Mary E. M. Davis, Guilford College, N. C.	1919
Olive W. Newlin, Guilford College, N. C.	1919

Standing Committees of the Trustees

Officers—N. C. English, C. F. Tomlinson, C. P. Frazier.

Literary Department—C. F. Tomlinson, David White, H. A. White.

Boarding Department—C. P. Frazier, Wm. H. Worth, E. C. Mendenhall, J. Van Lindley.

Farm—W. T. Parker, N. C. English, E. C. Mendenhall, J. Van Lindley.

Auditing and Finance—J. S. Cox, H. A. White, John B. Griffin.

Campus and Forestry—J. Van Lindley, David White, Wm. H. Worth, E. C. Mendenhall.

Lights, Water and Heat—H. A. White, J. S. Cox, W. T. Parker.

Endowment Fund—N. C. English, Chairman; J. Elwood Cox, Treasurer; J. S. Cox, C. P. Frazier, H. A. White.

Committee to Confer with Committee from Yearly Meeting—J. S. Cox, N. C. English, C. P. Frazier.

FACULTY

THOMAS NEWLIN, A. M., PH. M., D. D., LL. D.

Graduate Haverford College, 1885; A. M., Haverford College, 1892; President Pacific College, Oregon, 1891-1900; Vice-President Wilmington College, Ohio, 1900-1902; Dean Guilford College, 1902-1907; Ph. M., University of Chicago, 1905; President Whittier College, California, 1907-1915; D. D., University of Southern California, 1915; LL. D., Whittier College, 1915; President Guilford College, since 1915.

LEWIS LYNDON HOBBS, A. M., LL. D.

PSYCHOLOGY AND LOGIC

A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS, A. M.

GREEK AND BIBLICAL LITERATURE

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek, Guilford College, since 1888.

H. LOUISA OSBORNE, A. B.

LATIN AND HISTORY

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, Summers 1888-1895, 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind, 1888-1892; Assistant in Latin, Guilford College, since 1892.

GEORGE WILSON WHITE, A. B.*

MATHEMATICS

A. B., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, 1893-1913; Assistant in Mathematics, since 1913.

* Deceased.

CLEMENT ORESTES MEREDITH, A. B., PH. D.

LATIN

A. B., Guilford College, 1900; A. B., Haverford College, 1901; Chautauqua, New York, Summer 1901; Principal Guilford Graded School, North Carolina, 1901-1902; Scholar in Latin, Greek and French, Johns Hopkins University, 1906-1908; Student of Classical Philology in University of Berlin, 1909-1910; American School at Rome, Spring, 1910; Ph. D., Johns Hopkins University, 1912; Professor of Latin, Guilford College, since 1902.

JOHN BROOKS WOOSLEY, A. M.

HISTORY AND ECONOMICS

A. B., Guilford College, 1912; A. B., Haverford College, 1913; Teaching Fellow in History, ibid., 1913-1914; A. M., ibid., 1914; Professor of History and Economics, Guilford College, since 1914.

FLORENCE ERMINIE AYER, A. B.

FRENCH AND GERMAN

A. B., Wellesley College, 1914; French and German, Guilford College, since 1914.

HOWARD HAINES BRINTON, A. M.

MATHEMATICS

A. B., Haverford College, 1904; A. M., Haverford College, 1905; Teacher Friends School, Philadelphia, 1905-1906; Barnesville Boarding School, 1906-1908; A. M., Harvard University, 1909; Mathematical Master, Pickering College, Canada, 1909-1915; Graduate Student Columbia University, Summers 1913-1914; Professor Mathematics, Guilford College, since 1915.

MARK BALDERSTON, A. B.

PHYSICS

A. B., Haverford College, 1912; Student Harvard University, 1912-1913; Instructor Lafayette College, 1913-1915; Professor of Physics, Guilford College, since 1915.

ALMA TAYLOR EDWARDS, A. B.

ASSISTANT IN LATIN AND MATHEMATICS

A. B., Guilford College, 1907; Bryn Mawr College, 1907-1908; University of Virginia Summer School, 1911; Teacher of Latin and Mathematics, Chester High School, S. C., 1908-1910; Teacher of Latin and Mathematics, Pineland School for Girls, N. C., 1910-1914; Assistant in Latin and Mathematics, Guilford College, since 1914.

JENNIE WILSON PAPWORTH, B. MUS.

B. Mus., University of Illinois, 1909; Student of Music, Cleveland, Boston, New York; Student in Paris, Summer of 1904; Director of Music, Guilford College, 1905-1908; Teacher, Organist and Choir Director, St. Paul's Episcopal Church, E. Cleveland, 1910-1914; Teacher South End Music School, Boston, 1914-1915; Piano, Guilford College, since 1915.

PAULINE WHITE, A. B.

VOCAL MUSIC

A. B., Earlham College, 1912; Public School Music Certificate University of Illinois, 1915; Vocal Music, Guilford College, since 1915.

ELIEZER PARTINGTON, A. B.

ENGLISH

A. B., Earlham College, 1904; Teacher of English, Pacific College, Newberg, Oregon, 1904-1906; Teacher of English, Oakwood Seminary, 1906-1916; Principal Oakwood Seminary, 1914-1916; Summer School, Syracuse University, 1916; Professor of English, Guilford College, since 1916.

CARLETON BAILEY EDWARDS, B. S.

CHEMISTRY

B. S., Earlham College, 1915; Assistant in Chemistry, Earlham College, 1915-1916; Professor of Chemistry, Guilford College, since 1916.

WESLEY CRITZ GEORGE, A. M.

BIOLOGY AND GEOLOGY

A. B., University of North Carolina, 1911; Graduate Student, ibid., 1911-1915; A. M., ibid., 1912; Independent Investigator, U. S. Marine Laboratory, Beaufort, N. C., Summers 1913-1914; Instructor in Zoology, University of North Carolina, 1912-1916; Professor of Biology and Geology, Guilford College, since 1916.

Officers of Administration

THOMAS NEWLIN
PRESIDENT

CLEMENT ORESTES MEREDITH
DEAN

* GEORGE W. WHITE
TREASURER

JULIA S. WHITE
LIBRARIAN

SARAH E. BENBOW
MATRON

ALMA T. EDWARDS
SECRETARY OF THE FACULTY

MAUD L. GAINEY
SECRETARY TO THE PRESIDENT

R. S. DOAK
ATHLETIC COACH

* Deceased.

Committees of the Faculty

Bulletin—C. O. Meredith, L. L. Hobbs, Miss Ayer, W. C. George, H.. H. Brinton.

Library—Miss Julia S. White, J. F. Davis, E. Partington, W. C. George.

Athletics—R. S. Doak, John B. Woosley, Mark Balderston, C. B. Edwards.

Discipline—John B. Woosley, Miss Osborne, L. L. Hobbs, Miss Edwards, C. O. Meredith.

Social—Miss Osborne, Miss Benbow, John B. Woosley, H. H. Brinton.

Physical Culture for Girls—Miss Pauline White, Miss Ayer, Miss Edwards.

Credentials—C. O. Meredith, E. Partington, Miss Edwards, H. H. Brinton, Miss Osborne.

Debate—John B. Woosley, E. Partington, W. C. George.

Absences—John B. Woosley, Miss Osborne, Miss Edwards, C. B. Edwards, Mark Balderston.

The President of the College is *ex officio* a member of all committees.

HISTORICAL SKETCH

New Garden Boarding School

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and nineteen years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent a short time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership—a true democracy. Accordingly we find among the Friends of our state early discussions of educational needs and a concern arose in the yearly meeting in 1833 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other states, and notably of George Howland, of New Bedford, Mass. The decision was reached to found a boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

Thus was founded New Garden Boarding School, which was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls—and it has been operated from that day forward with no interruption, even during the Civil War.

Guilford College

After fifty-two years of New Garden Boarding School there was a demand for expansion and extension of the course of study. This led to the organization of Guilford College, which was chartered by the state in 1888, with authority to confer academic degrees upon the completion of a college course.

Location

The founders of the school were careful to select a central locality, well reputed for healthfulness of climate, removed from immoral influences or distractions of any kind. A farm six and one-half miles west of Greensboro was chosen in the midst of a progressive neighborhood. The College is one mile from the railroad station, on the line from Greensboro to Winston-Salem. Here the School and College were founded in the midst of a most beautiful campus of more than thirty acres, well set in native oaks, gums and poplar trees. For nearly eighty years the institution has flourished and developed.

Material Equipment

The Farm and Campus

The farm consists of 300 acres which is carried on as a truck and dairy farm. It has in recent years been brought under a splendid system of cultivation, with silo and dairy barn. The fresh vegetables and the dairy products form an important part of the table supply. The farm and the dairy constitute an object lesson of great value to all students who are interested in agricultural pursuits.

Thirty acres of this three hundred are set aside for campus, and on this ten principal buildings are placed.

Founders Hall

This is the oldest building in the group, and was erected in 1837, but has, in recent years, been entirely remodeled inside. The second and third floors are used as dormitory for girls; the first floor contains the matron's rooms, reception rooms, the young women's society halls, the Treasurer's office and the book store. The dining room and kitchen are also in this building.

Archdale Hall

This hall was erected in 1886 and was named in memory of the Quaker Governor, John Archdale. It is used as a boys' dormitory and will comfortably accommodate forty-eight young men.

Y. M. C. A. Hall

This hall was built in 1891 to accommodate the Young Men's Christian Association. Recently the interior of this building has been remodeled. The Y. M. C. A. room has been enlarged and improved; the upper floor has been made into two well equipped literary society rooms, for the Websterian and Henry Clay Societies. The building is now heated by a furnace. This work has been accomplished at a cost of more than three thousand dollars.

Memorial Hall

Benjamin N. and James B. Duke, who were educated at New Garden Boarding School, gave ten thousand dollars with which to erect a hall to accommodate the Science departments and also supply an auditorium. This building was erected in 1897 and named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon. The president's office is in this building.

New Garden Hall

This building was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of the girls who desire an education, and who are willing to help themselves by doing their own work and thus lessening their expenses. The hall has every convenience of a modern home. It has rooms for forty-eight girls, besides a reception room and living rooms for the matron.

The Library

This building was erected in 1909 with the aid of a donation by Andrew Carnegie. This building is modern in all its appointments, having a fire-proof stack room, with steel shelving, and a large vault in which are stored many valuable manuscripts of North Carolina Quaker annals. The reading room is large and well lighted and is an ideal place for study and research.

The Library was destroyed by fire in 1908, only about one thousand volumes being saved. The primary object in restocking the Library has been use, hence our facilities for reference and research work are especially worthy of comment. The Library is intended to be, and is well fitted to be, the workshop of the College, the center of the intellectual life of the College.

There are now over ten thousand volumes in the Library and these are free daily to students and persons connected with the College. A large donation has come recently, consisting of the entire library of Anna Yarnall, of Philadelphia. The reading room is well supplied with the state papers, and the best of the great magazines and periodicals representing general literature and the special departments.

King Hall

The present King Hall is the third building so named, the two former having been destroyed by fire. The building as now constructed contains eight large

class rooms, and the Physics Laboratory. This building is only the rear extension of the proposed King Hall.

Cox Hall

This is a dormitory for young men, built in 1912 in three sections, furnishing ideal accommodations for fifty-four students. There is a bath room for each group of four rooms and hot and cold water in each room.

The Church

This church was erected in 1912 as a Yearly Meeting House, but it also serves for the regular religious meetings of the College community.

The Gymnasium

Among the most used buildings is the gymnasium for physical culture for both boys and girls. The floor space is 50x76 feet, with two galleries. This is a wooden building, all the others being brick.

These ten buildings, together with the electric light and heating plant, and also a number of residences and cottages on the campus, constitute our building equipment.

The Laboratories

The Chemical Laboratory occupies one large desk room and a recitation room. This laboratory is well equipped for chemical work, both in material and

apparatus, and students have a good chance here to get a thorough foundation in this science. Situated in Memorial Hall.

The Biological Laboratory and lecture room adjacent are well lighted, with desks and lockers for twenty-one students working at the same time. There is also a private laboratory for the professor. The apparatus consists of microscopes and appliances, physiological apparatus, bacteriological apparatus and much material. This laboratory is in Memorial Hall.

The Physics laboratory is situated in King Hall and is well supplied with apparatus and material for full courses in Physics.

Endowment

The encouragement to make still greater provision for the future which has been received from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds. From an early period the school has had assistance in a financial way; but in more recent years the donations to the endowment have been greatly augmented.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving $45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College $25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave $15,000 to the endowment, making their total donations to Guilford

$25,000. Among the benefactors is Samuel Hill, who gave $5,000 in memory of his father, Nathan B. Hill, and $6,000 subsequently for improvements in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of $5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of $12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of $5,000 is in memory of Francis White, who, in his lifetime, gave assistance and great encouragement to the work of education in North Carolina.

The Jonathan E. Cox Fund of $3,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin Fund of $1,300 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson Fund of $1,500—a scholarship fund.

The Richardson Fund of $2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of $1,000, by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of $1,000, by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of $5,000, by will of Francis T. King—for care of buildings and campus.

The Wells Fund of $1,000—scholarship fund.

The Doctor Dicia Baker Fund of $5,000, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of $500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The total sum of permanent funds—those named above, and others—is $181,392.90. The value of material equipment, including buildings, furniture, apparatus, and farm with its outfit, is $210,650.

Summary of Equipment

These ten buildings, planned and equipped with much care and expense, provide excellent means for conducting the work of the College; and attention is called to them as an indication of the growth of the College, as well as its promise of continuance of good solid educational work.

For young men, we have two dormitories, and also the cottages for those who desire to lessen living expenses; and for girls, Founders Hall and New Garden. Founders has recently been renewed entirely, except the walls and roof, and made a comfortable, up-to-date home for young women, the expense for which, including heat, has been nearly as great as would be required to erect a new building. New Garden was well planned from the start, and combines many attractive features as well as the conveniences of a modern dormitory.

For academic work, we have Memorial Hall, containing two laboratories—the chemical and biological—the Museum of Natural History, auditorium, music rooms, two class rooms and the president's office, and

the two buildings, the Library and King Hall, which afford good facilities for instruction and study.

To any one who will take time to think about it, the large outlay here represented will reveal a fine equipment for doing good work in the field of education; and these buildings will also show a remarkable expansion and a corresponding improvement made at Guilford College in recent years.

One should also take into consideration the location of these buildings, the large farm owned by the College and the athletic fields, especially the recent work done on the baseball grounds, the making of a running track and the leveling of the inclosed circle to be used as a baseball field; and also the work done recently for the girls' athletic grounds, in the way of leveling and terracing their field west of New Garden Hall. Much more work is to be done in laying out tennis courts for the girls and in leveling the grounds and putting the same in grass, especially the terracing.

The electric plant and system of water supply give the place the conveniences of a city with the advantages of quiet surroundings conducive to study and simplicity of living.

These various and excellent arrangements have been made possible by the generosity and helpfulness of a large circle of friends of Guilford College, and everything has been done with a view to giving young people, young women, as well as young men, a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These material equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an educational center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for their own sakes and for the sake of all those whose lives they will in any way affect.

The location of the College, in the Piedmont section of the state, one thousand feet above sea, may be considered a part of the material equipment. The supply of pure water, from a well 364 feet deep, is a means of promoting good sanitary conditions, for nothing is more important in the production of strength of body, of mind and of character than environment. The air we breathe, the water we drink, and the food we consume and the total outlay of energy, thought and money should be so co-ordinated as to exert the greatest possible beneficial effect upon the body of young people whose immediate and future interests are at stake.

Every one needs a comfortable and safe place to live, a place in which the very atmosphere, figura-

tively speaking, will call the mind to the true and the beautiful and the good, and thus tend, in a very powerful way, to bodily and mental vigor, and to that ideal of religious activity in which one by losing one's life shall find it.

REQUIREMENTS FOR ADMISSION

Preparation

Those who have access to a high school or other preparatory school are expected to complete four years in order to enter the Freshman class. The power and training secured in systematic study for four years in a high school are a good preparation for entering upon a college course. A chief cause of failure in college work is unsatisfactory preparation.

Students will find that a thorough working knowledge of the preparatory subjects is absolutely essential in order to take up the work of the college course.

Admission of Students

Application for admission should be made upon forms which will be furnished on request.

Applicants for admission to the Freshman class must present a letter of recommendation as to moral character and a certificate of recommendation in scholastic work; or by examination, give evidence of proficiency in required subjects.

Students coming from accredited schools, if recommended in fourteen units, in which the required units are included, are given Freshman standing. A study taken for one year, five times a week, is valued at one unit. Credentials in all cases should be sent to the President as early as possible.

Credits allowed on credentials are in all cases conditional. A student thus admitted has only probationary standing for the first term and the period of probation may be prolonged if the work is unsatisfactory.

Required Preparatory Subjects for All Courses

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
* A Foreign Language	4	units
History	1	unit
Science	1	unit
Electives	2½	units

Candidates for the degree of Bachelor of Arts must present four units of Latin as a Foreign Language requirement. Candidates for the degree of Bachelor of Science must present four units of Foreign Language, two of which must be either French or German.

Twelve units of the required fourteen units will be accepted for conditional entrance to the Freshman class.

Admission to Advanced Standing

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

* Students who are unable to present 2 units of French or German for admission may take French A or German A in college to remove conditions in these subjects.

Special Students

Persons of mature age who are not candidates for a degree, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared.

Deficient Students

A student who is repeating a course, or who has conditions in excess of eight hours of half-yearly courses, or who is carrying an entrance condition after January of the Freshman year shall have his name appear in the student list of the current catalogue marked with an asterisk (*) to indicate that he is not in full class standing.

Regulations Regarding Re-examinations

Opportunities for the removal of First Term conditions will be given in April and in September.

Opportunities for the removal of Second Term conditions will be given in September and in January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of two dollars will be charged against the student at the next regular re-examination period. A student who, after two opportunities, has failed to

remove a condition, shall repeat the course; the repeated course taking precedence over all other courses.

A student in applying for a re-examination must inform the Dean at least two weeks before the date of examination.

Table of Subjects Accepted for Entrance

SUBJECTS	TOPICS	UNITS
English A	Grammar and Analysis	1
English B	Composition and Elementary Rhetoric	1
English C	Selections of Literature	1
Mathematics A	Algebra to Quadratics	1
Mathematics B	Quadratics, etc., Binomial Theorem	½
Mathematics C	Plane Geometry, complete	1
Mathematics D	Solid Geometry	1
History A	Ancient	1
History B	Mediæval and Modern	1
History C	English	1
History D	American	1
Latin A	Grammar and Composition	1
Latin B	Cæsar, four books and Composition	1
Latin C	Cicero, four orations and Composition	1
Latin D	Virgil, four books and Composition	1
Greek A	Grammar and Composition	1
Greek B	Xenophon, four books	1
German A	Grammar and Composition	1
German B	Reading and Exercises	1
French A	Grammar and Composition	1
French B	Reading and Exercises	1
Science A	Physical Geography	½
Science B	Chemistry	1
Science C	Physics	1
Science D	Physiology	½
Science E	Botany	½ or 1
Civics	Civil Government	½

SPECIFICATIONS REGARDING ENTRANCE UNITS

English

English A—Grammar and Analysis One Unit

Spelling, parts of speech, inflection, syntax, structure of sentences, punctuation, use of capital letters, elementary composition.

English B—Composition and Elementary Rhetoric One Unit

Choice of words and their mutual relations, paragraphing and form, different kinds of composition, including letter writing, narration, description, exposition, abundant practice in composition, with readings from masterpieces of American Literature.

English C—Literature One Unit

The student is required to give careful study to the following: Shakespeare's Macbeth; Milton's L'Allegro, Il Penseroso, Comus, Lycidas, and some of his Sonnets; Scott's Lady of the Lake; Arnold's Sohrab and Rustum; Carlyle's Essay on Burns.

The student is required to read two selections from each of the following groups:

I. Genesis, Exodus, Joshua, Judges, Samuel, Kings, Daniel, Ruth, Esther; Homer's Iliad; Virgil's Æneid.

II. Merchant of Venice; As You Like It; Twelfth Night; Henry V; Julius Cæsar; Midsummer Night's Dream.

III. Robinson Crusoe; Vicar of Wakefield; Ivanhoe; House of Seven Gables; David Copperfield; Silas Marner; Treasure Island; Cranford.

IV. Pilgrim's Progress; Franklin's Autobiography; Parkman's Oregon Trail; Stevenson's Inland Voyage and Travels with a Donkey; Sir Roger de Coverley Papers; Macaulay's Essay on Warren Hastings; Irving's Sketch Book.

V. Gray's Elegy and Goldsmith's Deserted Village; Coleridge's Ancient Mariner, and Lowell's Vision of Sir Launfal; Scott's Lay of the Last Minstrel; all of Wordsworth, Shelley, and Keats in Palgrave's Golden Treasury; Longfellow's Miles Standish, and Whittier's Snowbound; Tennyson's Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur; Byron's Childe Harold, Canto IV, and Prisoner or Chillon.

Mathematics

Mathematics A and B—Algebra
One and One-Half Units

Covering the four fundamental operations of algebra, factoring, highest common factor and lowest common multiple, fractions, simple equations, simultaneous simple equations, involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions.

Mathematics C—Plane Geometry One Unit

Five books and numerous original exercises taken from other sources.

Mathematics D—Solid Geometry One Unit

With original exercises and problems.

History

In all of the following work a knowledge of historical geography is required. Not more than three units of credit in history will be accepted, the selections to be made from the following:

History A—Ancient One Unit

History of Greece to the death of Alexander, and history of Rome to the overthrow of the empire of the west, or to the death of Charlemagne.

History B—Mediæval and Modern One Unit

The general history of western Europe from the fifth century, or from the division of Charlemagne's empire to the close of the nineteenth century.

History C—English One Unit

The political and social history of England from the period of the Roman occupation to the present day.

History D—American One Unit

A general outline of United States history, including the period of discovery and settlement, the growth of the English colonies, the French and Indian wars, the revolution and the adoption of the constitution, the growth and expansion of the Union, the slavery conflict, the Civil War and reconstruction, and the recent development of the nation.

Latin

Latin A—Grammar and Composition One Unit

Pronunciation, accent, quantity, thorough drill in forms, word formation, syntax, translation of elementary Latin sentences into English, elementary exercises in Latin prose composition.

Latin B—Cæsar One Unit

First four books of Cæsar's Gallic War, thorough knowledge of its subject matter, familiarity with forms and construction, continued practice in Latin prose composition.

Latin C—Cicero One Unit

Cicero's Orations against Catiline; continued practice in prose composition.

Latin D—Virgil One Unit

Four books of Virgil's Æneid, forms and construction of poetry, hexameter verse, continued practice in prose composition.

Greek

Greek A—Grammar and Composition One Unit

The forms, inflections, and idioms of Attic prose, syntax, prose composition—one year's work.

Greek B—Xenophon One Unit

Four books of Xenophon's Anabasis, study of Greek irregular verbs, syntax, translation of Greek into English and English into Greek.

German

German A—Grammar and Composition ... One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 100 pages of texts suitable for first year work.

German B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from German into English and English into German, and about 300 pages of texts suitable for second year work, along with written exercises in prose composition.

French

French A—Grammar and Composition One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 150 pages of texts suitable for first year work.

French B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from French into English and English into French, and about 300 to 400 pages of texts suitable for second year work, along with written exercises in prose composition.

Science

Science A—Physical Geography One-half Unit

The knowledge obtainable from a standard school text-book on this subject.

Science B—Chemistry One Unit

Including class room and laboratory work in the elements of chemistry. At least five exercises a week for one school year. A notebook should be presented.

Science C—Physics One Unit

Any standard school text-book, including class work with lecture demonstrations, problem work and simple laboratory experiments.

Science D—Physiology One-half Unit

A standard school text-book, with demonstrations and simple experiments. Special attention should be given to such practical subjects as sanitation, diet, and personal hygiene.

Science E—Botany One-half or One Unit

Any standard school text-book, recitations and laboratory work in general botany.

Civics

Civics One-half Unit

A general study of the Constitution of the United States and the organization of the executive, legislative and judicial departments of the government; the division of governmental functions between the national and state governments; and the organization and operation of the state governments.

GROUPS OF STUDIES

The groups following are constructed in accordance with (1) the required studies and (2) electives. Besides fulfilling the requisite in required studies the student, in any group, must take at least three years' work in a single subject, known as the major subject. The student will select his group according to the major subject which he prefers. The selection of a group should be determined upon entrance into the Sophomore year. Electives entitle the student to select any studies which he may choose not in conflict with the authorized program of recitations, provided always that required studies must take precedence of electives in classification. The program of recitations will conform to the groups as outlined.

Degrees

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group AI, AII, or AIII, and the degree of Bachelor of Science on any student who satisfactorily completes Group BI, BII, or BIII, provided in either case said student sustains a good moral character.

Modern Language Requirements

In the Bachelor of Arts Courses the Modern Language requirement is sixteen hours of either French or German.

In the Bachelor of Science Courses a student must take Course A in the language not presented for entrance and in addition Course I in either of the languages.

Hours Requisite for Graduation

The courses are evaluated by the term hour, which equals one recitation hour a week for a term (half year). For graduation in any course a student will be required to complete a minimum of 126 term hours in one of the following courses.

Group AI—Ancient Classical

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib	5
Livy	4	Tacitus	4
Greek	4	Greek	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
Latin	4	Latin	4
Greek	4	Greek	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4

JUNIOR

Ancient Language	4	Ancient Language	4
Biology I	4	Biology I	4
German or French	4	German or French	4
Biblical Literature	4	Biblical Literature	4

SENIOR

Philosophy I	3	Philosophy II	2
Ancient Language	3	Ancient Language	3
German or French	4	German or French	4
Electives	6	Electives	7

Group AII—English Classical

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib	5
Livy	4	Tacitus	4
German or French	4	German or French	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4
Latin	4	Latin	4

JUNIOR

English	3	English	3
Biblical Literature	4	Biblical Literature	4
Biology I	4	Biology I	4
Electives	5	Electives	5

SENIOR

Philosophy I	3	Philosophy II	2
English	3	English	3
Electives	10	Electives	11

Group AIII—Political Science

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib	5
French or German	4	French or German	4
History or Livy	4	History or Tacitus	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4
Electives	4	Electives	4

JUNIOR

History	4	History	4
Biology I	4	Biology I	4
Biblical Literature	4	Biblical Literature	4
Electives	4	Electives	4

SENIOR

Economics	4	Economics	3
Philosophy I	3	Philosophy II	2
Sociology	3	Ethics	3
English	3	English	3
Electives	3	Electives	5

Group BI—Chemistry

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Chemistry II	4	Chemistry III	4
Physics I	4	Physics I	4

JUNIOR

Chemistry IV	4	Chemistry IV	4
Biology I	4	Biology I	4
Electives	8	Electives	8

SENIOR

Philosophy I	3	Philosophy II	2
Biblical Literature	4	Biblical Literature	4
Chemistry or Electives	4	Electives	9
Electives	4		

Group BII—Mathematics and Physics

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Mathematics II	4	Mathematics II	4
Physics I	4	Physics I	4

JUNIOR

Mathematics III	4	Mathematics III	4
Biblical Literature	4	Biblical Literature	4
Electives	8	Electives	8

SENIOR

Mathematics IV or Physics	3	Mathematics IV or Physics	3
Philosophy I	3	Philosophy II	2
Biology I	4	Biology I	4
Electives	6	Electives	6

Group BIII—Biology

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Biology I	4	Biology I	4
Electives	4	Electives	4

JUNIOR

Biology II	3	Biology II	3
Organic Chemistry	4	Biology IIIb	4
Biblical Literature	4	Biblical Literature	4
Electives	5	Electives	5

SENIOR

Biology	4	Biology	4
Philosophy I	3	Philosophy II	2
Electives	8	Electives	9

DEPARTMENTS OF INSTRUCTION

Latin

I. LIVY.—This course embraces two books of Livy, with composition weekly. Rapid reading and sight reading on easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Four hours a week. Fall term. Freshman.

II. TACITUS.—This course embraces the Germania and Agricola. Also either the Poet Archias of Cicero, or composition, as the case demands, is required. The Germania is studied for its intrinsic value as history; the Agricola is studied as history and as a biography. The Agricola of Tacitus and the Poet Archias of Cicero are studied as masterpieces in Latin literature. Four hours a week. Spring term. Freshman.

III. SELECTIONS FROM VIRGIL.—This course embraces Georgics I and IV, and selections from the Æneid. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrate Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Fall term.

IV. SELECTIONS FROM OVID AND PROPERTIUS.—This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. Fall term.

V. HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Spring term.

VI. CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. Spring term.

VII. ROMAN COMEDY.—This course embraces the Captivi and Trinumus of Plautus, the Andria and Adelphoe of Terence. It is the intention of this course to give the student an idea of the fundamental qualities of Roman comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used—two very essential elements toward a correct understanding of the literature of a people. Three hours a week. Fall term.

VIII. TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Spring term.

Greek

I. The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II. In the second year, the third book of the Anabasis, and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III. During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

German

Students wishing to qualify for German I may present a satisfactory certificate of their school instruction in German or pass an examination over the work required in German A.

Course A.—Course for beginners. Pronunciation and grammar; oral and written exercises; dictation; sight translation; reading of simple German prose.

Texts.—Joynes and Wesselhoeft German Lesson Grammar; Gueber, Märchen und Erzählungen; Müller and Wenkebach, Glück Auf; Storm, Immensee; Hillern, Höher als die Kirche; or equivalents. Second semester a simple prose text. Four hours a week.

Course I.—Prerequisite Course A. Grammar and composition; oral and written reproduction of selected passages of texts read; dictation; reading of prose and poetry.

Texts.—Willkommen in Deutschland; Im Vaterland; Goethe, Hermann und Dorothea; Schiller, der Neffe als Onkel; Zschokke, der zerbrochene Krug or equivalents. Four hours a week.

Course II.—Prerequisite Course I. Advanced grammar; oral and written summaries of texts; extensive reading of prose and poetry.

Texts.—Chosen from such authors as Schiller, Lessing, Goethe, Freytag, Kleist. Three hours a week.

Course III.—An advanced course in German literature open to those who have completed Course II.

French

Students wishing to qualify for French I may present a satisfactory certificate of their school instruction in French or pass an examination over the work required in French A.

Course A.—Course for beginners. Pronunciation and grammar; oral and written exercises; dictation; sight translation; reading of simple French prose.

Texts.—Fraser and Squair French Grammar, Part I; Bruce Lectures Faciles; Talbot, Le Français et sa Patrie; Labiche and Martin, Le Voyage de M. Perrichon; Daudet, Le Petit Chose; or equivalents. Second semester a simple prose text. Four hours a week.

Course I.—Prerequisite Course A. Grammar and composition; oral and written reproduction of selected passages of texts read; dictation; reading of prose and poetry.

Texts.—Fraser and Squair French Grammar, Part II; Buffum, French Short Stories; Daudet, Morceaux Choisis; Lamantine, Jeanne d'Arc; Pailleron, Le Monde où l'on s'ennuie, and others. Advanced French prose. Four hours a week.

Course II.—Advanced grammar; study of the history of French literature based on an Histoire de la littérature francaise; reading of representative texts; oral and written reviews of texts read; special topics. Three hours a week.

Course III.—An advanced French literary course open to those who have completed Course II.

English

English I*a* and I*b* are required of all Freshmen, English II of all Sophomores. The other courses are elective.

I*a*. This course covers the principles of rhetoric and composition. Attention is also given to the read-

ing and careful analysis of model prose selections taken from the best English and American writers. Lectures on the history of the English language. Frequent themes. Four hours, first half year.

Text.—Genung, Handbook of Rhetorical Analysis.

I*b*. ENGLISH LITERATURE.—The second half year presents a general survey of English Literature from the Anglo-Saxon age to the present day. Lectures, readings in class, outside readings and reports. Four hours, second half year.

Text.—Moody and Lovett, English Literature.

II. SOPHOMORE COMPOSITION.—Constant practice in the various forms of prose composition. This course also includes some practice in oral composition. In the second half year lectures on the appreciation of literature. Readings from selected authors. Two hours throughout the year.

Texts.—Wendell, English Composition; Lomer and Ashmun, The Study and Practice of Writing English.

III*a*. ELIZABETHAN DRAMA.—This course is intended to acquaint the student with the drama of the age of Elizabeth. It consists of an historical survey of the drama, a study of the playwrights immediately preceding Shakespeare with respect to their influence upon him, a study of Elizabethan society and playhouses, and a few of Shakespeare's early plays. Elective. Three hours, first half year.

Text.—Neilson, Chief Elizabethan Dramatists.

III*b*. This course is a continuation of III*a*. All the plays of Shakespeare, several of which are studied critically in class. Lectures on his development as a dramatist. Elective. Three hours, second half year.

IV*a*. NINETEENTH CENTURY PROSE.—During the first half year attention is given to the English prose masters of the nineteenth century, and a more or less critical examination of some of their works. Lectures, readings in class, outside readings and reports. Elective. Three hours a week, first half year.

IV*b*. NINETEENTH CENTURY POETRY.—Lectures on the lives and works of Coleridge, Wordsworth, Shelley, Byron, Keats, Arnold, Tennyson, Browning, Rossetti, Morris and Swinburne. Lectures, class room discussions, outside readings and reports. Elective. Three hours, second half year.

V*a*. AMERICAN LITERATURE.—The purpose of this course is to give the student a general survey of American Literature from 1607 to the present day, with a more or less intensive study of representative writers of each period. Lectures, recitations, outside readings and reports. Elective. Three hours, first half year. (Not given 1917-1918.)

Text.—Wendell and Greenough, History of Literature in America.

V*b*. TYPES OF FICTION IN THE EIGHTEENTH AND NINETEENTH CENTURIES.—Typical movements in the development of fiction writing since 1700. The English novel of manners, the historical novel, romantic and realistic tendencies, the novel of purpose, the psy-

chological romance, and various types of the short story will be studied. Lectures, outside readings and reports. Elective. Three hours, second half year. (Not given 1917-1918.)

The English Bible

BIBLICAL LITERATURE.—The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetical writings during the Fall term. The Spring term is devoted to the study of the four Gospels. Four hours a week. One year. Required of all students in their Junior or Senior year.

TEACHER TRAINING.—The great stress in this course is laid on the Bible and its use in Sunday school and home. Text-book, lecture, and required readings and investigation on assigned subjects. Especially arranged for Christian workers in Sunday school and church. Elective for Juniors and Seniors. Three hours, first term.

NEW TESTAMENT DOCTRINES.—This course deals with the original message of Christianity as given by Christ and the Apostles in the Gospels, Acts, and Epistles. Elective for Juniors and Seniors. Three hours, second term. (Not given 1917-1918.)

THE LIFE OF CHRIST.—This course will include a study in the harmony of the Gospels, a separate analysis of each Gospel, that its particular message may be seen, a few of the outstanding truths of Christian

doctrine, the geography of Palestine, memory work, oral reading in class and outside readings. Elective for Juniors and Seniors. Three hours, first term. (Not given 1917-1918.)

THE PRINCIPLES OF PROPHECY.—The character of Hebrew prophecy will be studied, the relation of history to prophecy, the work of the prophet and the classification of prophetic material. Text-book, lectures and required readings. Elective for Juniors and Seniors. Three hours, first term.

PROPHETIC MESSAGES.—This course deals with the doctrine and influence of the prophets. The message of prophecy will be found by working carefully through prophetic literature. Elective for Juniors and Seniors. Three hours, second term.

History

I. MEDIÆVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the library and reports on special topics form an essential part of the course. Three hours a week. One year. Elective in Political Science Group in Freshman year. Required in all other Groups in the Sophomore year. (Not given in 1917-1918.)

II. ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time.

Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as an elective in Freshman year in Political Science Group and as a requirement of Sophomores in all other groups.

III*a*. CONSTITUTIONAL HISTORY.—This is a study of the formation and development of the United States Government, with a close examination of its present form and workings. It is, therefore, a combination of history and advanced civics. A text-book is used, but considerable reference work in the Library is required, the results of which are embodied in themes at regular intervals during the term. The aim is not only to develop a knowledge of the history and workings of the government, but to stimulate an interest in current political life and its responsibilities. Four hours a week. Fall term. Required in the Political Science Group; elective in Junior or Senior year in all other groups. (Not given in 1917-1918.)

III*b*. CONSTITUTIONAL HISTORY.—The nature and origin of government will be traced, together with the development of the modern states: England, France, Switzerland and Germany. This is followed by a study of the general form and working of these governments, with emphasis on the legislative, administrative and judicial functions. Reference work on the subject matter of the course and the current political and diplomatic situation in Europe is done in the library and reports made to the class. Each member

of the class is required to make an independent study of some government not treated in the class and write a theme on it. Four hours a week. Spring term. Required in the Political Science Group; elective in Junior or Senior year in all other groups. (Not given in 1917-1918.)

IV. AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements and developments rather than mere incidents and facts. A text-book will form the basis of the course, but broad readings, reports, lectures, and discussions will form the major part of the work. The study will extend throughout the year, reciting four hours a week, but will be divided into two parts, as follows:

(*a*) Fall term: 1492-1789—Colonial Period, Revolution and Independence; Formation of the Government and Origin of Parties.

(*b*) Spring term: 1789-1918—National Development and Expansion; Slavery Controversy; Civil War and Reconstruction; Period Since the War.

Courses IV*a* and IV*b* alternate with III*a* and III*b*.

Economics

I. ECONOMICS.—This is a general introduction to the principles of political economy. Its purpose is to give a general understanding of current American economic problems and of the forces underlying our industrial life, thus preparing students for more

advanced study and the duties of citizenship. The course consists of text-book, collateral reference work and a theme by each student based on a study of some practical economic problem. Four hours a week. Fall term. Junior or Senior.

II. ECONOMICS.—This course is a continuation of Economics I. In it a more thorough study is made of certain phases of political economy, including money and banking, transportation, corporations and the tariff. Four hours a week. Spring term. Junior or Senior.

III. SOCIOLOGY.—This course strives to explain the basis of society, the social institutions, social pathology and the remedies, and social psychology and progress. Collateral readings and the study of some current social problem is required of each member of the class. Three hours a week. Fall term. Senior.

Philosophy

I. PSYCHOLOGY.—A course in general psychology seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Senior.

Text.—James' Psychology Briefer Course.

II. LOGIC.—Careful attention is given in this course to definitions and explanation of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

Text.—Jevon's Lessons in Logic.

III. ETHICS.—In this course the trend of Christian ethics will be considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with text-book and a theme on some phase of ethical study. Three hours a week. Spring term. Senior.

IV. METHODS OF TEACHING.—The course in Pedagogy is embraced under the designation of Methods of Teaching and consists of a two-hour course each week for the entire Spring term of eighteen weeks. Hamilton's "Recitation" is used as a text-book and also James' "Talks to Teachers." By a discussion of these texts in class with special reference to methods as denoted by such expressions as Induction and Deduction, Analysis and Synthesis, a posteriori and a priori knowledge much valuable instruction is given that will be useful to those who wish to prepare themselves for teaching. Not only is use made of the brief course in Psychology in James' "Talks," but many members of the classes in the course in Methods have had before entering the study all the Psychology contained in James' Smaller Treatise on Psychology with reference also to his complete work in two volumes. The fact is never lost sight of that knowledge of the subject to be taught is an absolutely necessary preparation for successful teaching and is the fundamental factor.

Mathematics

I*a*. COLLEGE ALGEBRA.—This course begins with a review of the ground work of elementary algebra, and includes logarithms, progressions, undetermined coefficients, the binomial theorem for fractional and negative exponents, permutations and exponents, and a brief introduction to the theory of equations. Required of all Freshmen. Five hours. Fall term.

Text.—Fine's College Algebra.

I*b*. SOLID GEOMETRY.—Required of all Freshmen who do not present it for entrance. Three hours. Spring term.

Text.—Wells' New Solid Geometry.

I*c*. PLANE TRIGONOMETRY.—Derivation of formulae with their application; trigonometric equations. Solution of right and oblique triangles. Problems involving practical applications. Required of all Freshmen. Two hours. Spring term.

Text.—Wells' New Plane Trigonometry.

II. ANALYTIC GEOMETRY.—Discussion and construction of loci; the straight line; circle; parabola, ellipse and hyperbola; polar coordinates; transformation of coordinates; tangents; also geometry of three dimensions, including the curve in space, the plane, and quadratic surfaces. Required of all students electing the Mathematics and Physics Group. Four hours throughout the year.

Text.—Smith and Gale's New Analytic Geometry.

III. DIFFERENTIAL AND INTEGRAL CALCULUS.—Differentiation and integration of algebraic and transcendental functions; areas, volumes, and surfaces; infinite series; maxima and minima; properties of curves and radius of curvature; numerous applications to geometry, physics, chemistry and engineering. Required of all students electing the Mathematics and Physics Group. Prerequisite Mathematics II. Four hours throughout the year.

Text.—Townsend and Goodenough's First Course in Calculus.

IV. DIFFERENTIAL EQUATIONS.—The solution of ordinary and partial differential equations of the first and higher orders. Geometrical, mechanical, and physical applications. Prerequisite Mathematics III. Three hours throughout the year.

Text.—Murray's Differential Equations.

V. SURVEYING.—Numerous field problems in the use of the chain, tape, compass, transit, and level. Stadia and plane table work. The use of the solar attachment. Resurveys. Laying out and dividing land. Profile leveling and establishing grades. Computation of areas. Correct forms of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work. Prerequisite Mathematics Ic. Three hours. Spring term.

VI. DESCRIPTIVE ASTRONOMY.—This course deals with the main facts of Astronomy and offers an elementary explanation of the methods by which the

dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained.

A telescope, solar transit, students' spectrometer, and sextant enable the students to supplement their work with observations as required. Two hours. Spring term.

Physics

The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. One of these serves as a shop. Here also are a 6 H. P. kerosene engine, a 3¾ K. W. 110 volt D. C. generator, rotary air pump, pressure tanks, wireless apparatus, and a 14 volt 60 ampere-hour storage battery. The other room serves as a laboratory and lecture room. The lecture apparatus has been well selected to illustrate the most important phenomena of Physics. For accurate experimental work by the advanced students there are several excellent pieces of apparatus by Gaertner, a good assortment of Weston Meters, a Leed and Northrup Potentiometer and other high grade instruments. The laboratories are piped for gas and wired for 110 volt D. C. and 14 volt storage current. The wireless apparatus has been improved and augmented. Associated Press and weather reports are received daily from Arlington and all the important coast stations from Long Island to Key West can be easily heard.

I. GENERAL PHYSICS.—In this course the principles and phenomena of Physics are taken up in detail. In the laboratory especial attention will be

paid to accuracy of observation and measurement. Prerequisite Plane Trigonometry. Four lectures and recitations and one two-hour laboratory period each week throughout the year.

No credit will be given for less than a year's work.

II*a*. ELEMENTS OF ELECTRICITY.—This course is designed for students who desire a practical working knowledge of the fundamentals of electricity. A detailed study will be made of dynamos, motors, inductance, storage batteries, electrolysis, and problems of illumination and power distribution. Prerequisites Science C or Physics I or an equivalent and Plane Trigonometry. Four hours first half year—lectures, problems, recitations, laboratory.

Text.—Timbie, Elements of Electricity.

II*b*. SPECIAL TOPICS OF ELECTRICITY OF MAGNETISM.—Open to students who have completed Physics I or an equivalent. This course will be more theoretical than Course II*a* and is designed for students who are specializing in Physics. An elementary knowledge of Calculus is advantageous. Two lectures and two two-hour laboratory periods each week. Second half year.

III. THEORETICAL MECHANICS.—Two hours per week throughout the year.

Biology

I. ELEMENTARY BIOLOGY.—Lectures, recitations, and laboratory work constituting an introduction to the general principles and concepts of Biology; and outline of the structure and classification of animals and plants, and the fundamentals of histology, embryology, and physiology. Throughout the year. Credit, four hours each term.

Texts.—Parker and Parker's Practical Zoology; Bergen and Davis's Principles of Botany.

II. VERTEBRATE ZOOLOGY.—Comparative anatomy, development, and phylogeny of the vertebrates. Dissection of types, especially tunicates, amphioxus, petromyzon, fish, fowl and mammal. Lectures, laboratory work, and assigned readings. Throughout the year. Credit, three hours each term.

Texts.—Marshall and Hurst's Practical Zoology; Gorham and Tower's Dissection of the Cat; and others.

III*a*. INVERTEBRATE ZOOLOGY.—Study of representatives of the principal groups of invertebrate animals, including the anatomy of the adult forms, with some consideration of their life histories and the phylogeny of the groups. Laboratory and lectures. Fall term. Credit, four hours.

Texts.—Parker and Hoswell's Manual of Zoology; Drew's Invertebrate Zoology.

III*b*. EMBRYOLOGY.—A study of the early stages in the development of invertebrates, including matur-

ation and fertilization of the egg; cleavage and the formation of the germ layers in the frog and chick; origin of the embryo and differentiation of the principal structures and organs in the chick. Laboratory work, lectures and assigned reading. Spring term. Credit, four hours.

Texts.—Kellicott's General Embryology; Reese's Introduction to Vertebrate Embryology.

IV. GENERAL BOTANY.—This course is a continuation of the work on the structure, classification, and ecology of plants to which the student had an introduction in Biology I. Lectures and laboratory work. Fall term. Credit, four hours.

V. ANIMAL HISTOLOGY.—Instruction and exercises in approved methods of killing, fixing and preserving specimens and tissues; methods of hardening, imbedding, cutting, staining and mounting permanent histological materials; microscopical study of the fundamental tissues, followed by the study of the microscopical structure of the principal organs. Throughout the year. Credit, two hours each term.

Texts.—Hill's Manual of Histology and Organography; Lee's Microtomist's Vade Mecum.

VI. GENERAL GEOLOGY.—Recitations, laboratory work, together with collateral reading. The common rocks and minerals are studied and identified, their dynamic, structural, and historical geology is studied in connection with field trips, stereopticon illustrations, and examination of fossils in the museum. Four hours a week throughout the year.

Texts.—Chamberlin & Salisbury's College Geology, with references to the authors' larger work; Shimer's The Study of Fossils, and Eastman's Translation of von Zittel. Prerequisites, Biology I, Physics I, Chemistry I.

In all year-courses in the department, no credit will be given for less than a full year's work.

Chemistry

I. GENERAL CHEMISTRY.—This course consists of a thorough study of the more important elements and their compounds. The laboratory work takes up the preparation and study of the properties of the non-metallic elements and their compounds. The last four months in the laboratory are devoted to the reactions of the metals and the qualitative analysis of simple salts. Required Sophomore year of all students electing the Chemistry Group, and Junior year of all students electing the Physics and Mathematics Group. No credit will be given for a half year's work in this course. Two lectures or recitations and two laboratory periods per week. Four hours, the entire year.

Text.—Alexander Smith, General Chemistry for Colleges.

II. QUALITATIVE ANALYSIS.—This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals. One lecture and three laboratory periods each week. Prerequisite Chemistry I. Four hours. First term.

Texts.—A. A. Noyes, Qualitative Chemical Analysis; Julius Stieglitz, Theoretical Qualitative Analysis.

III. QUANTITATIVE ANALYSIS.—Analysis of pure salts and ores are made by gravimetric and volumetric methods. Lectures, laboratory and stoichiometric exercises. One lecture and three laboratory periods each week. Prerequisites, Chemistry I and II. Four hours. Second term.

Texts.—Moody, Morse, Quantitative Analysis.

IV. ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivatives. There will be two lectures or recitations and two laboratory periods of three actual hours each per week. This course is required of all students in the Chemistry Group and will be useful to students of biology and medicine. Four hours the entire year.

Text.—Remsen, Organic Chemistry.

V. ADVANCED QUANTITATIVE ANALYSIS.—This is a continuation of Course III, and consists of the analysis of water, milk, steel, fertilizers, etc. Hours to be arranged.

VI. CHEMISTRY OF FOOD AND NUTRITION.—This course will comprise a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials are taken up. Lectures, laboratory work

and outside reading. Prerequisite, Chemistry I. Four hours. First half year.

Text.—Sherman, Chemistry of Food and Nutrition.

In all courses in Chemistry, except course IV, one laboratory period consists of two and one-half actual hours.

A breakage fee of $1.00, which is included in the term fee, is required of all students in the Chemistry Department.

MUSIC

It will be the aim of the department to give such technical and æsthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged along those lines which will tend to cultivate the taste, develop the mind, and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

COURSE OF STUDY

Course I

Pianoforte, Theory, History of Music, equivalent of High School course, German, English literature, History.

Course II

Voice Culture, Pianoforte (through the Intermediate grade), Theory, History of Music, equivalent of High School course, French, German, Italian.

Pianoforte

Three grades: Elementary, Intermediate, Advanced.

Special attention will be given to hand positions, the proper use and control of finger, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

Elementary Grade

Finger and wrist exercises, scales taught in contrary and parallel motion, canon form, grouping by accent or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Studies selected from: Kohler's Pianoforte Method, Kohler's Studies, Op. 50, Loschhorn, Op. 65, Burgmuller, Czerny, MacDougall, etc.

Pieces by Gurlitt, Reinecke, Ganschals, Streabbog and others.

Intermediate Grade

Technical exercises continued. Scales in double thirds and sixths.

Studies by Bertini, Heller, Op. 47 and 45, Czerny, Op. 299, Bach, Loschhorn, Op. 66, Czerny's "Legato and Staccato," Sonatinas and easier Sonatas of Haydn, Mozart, Beethoven.

Mendelssohn's "Songs Without Words."

Pieces by Handel, Jensen, Godard, Greig, Raff, Henselt, Saint Saens, Chopin, Schubert and others.

Advanced

Technical exercises of preceding grades at a more rapid tempo.

Studies of Cramer, Clementi's Gradus ad Parnassum, Bach's Well-Tempered Clavichord, Kullak's Octaves, Beethoven's Sonatas, Chopin's Etudes.

Pieces by Webber, Chopin, Schumann, Moskowski, MacDowell, Liszt, and others. Concerti by Beethoven, Mendelssohn and others.

Vocal

Careful attention will be given to correct breathing, voice placing, tone production; the use of the lips, tongue and palate with reference to distinct articulation; all tending toward the development of a natural and easy manner of singing.

Vocalises and Solfeggio; Studies selected from Concone, Panofka, Marchesi, Sieber, Bordogni.

Songs of the best English and American composers, beside those of Mozart, Shubert, Schumann, Franz, Grieg.

French, German, and Italian Songs in the original text.

Arias from the Oratorios of Handel, Haydn, Mendelssohn.

Sight Singing

Public school singing will be taught in regular lessons.

Harmony

The difficulties in the study of harmony will be lessened by learning that the rules are derived from certain principles, *i. e.,* the natural tendencies in har-

monic and melodic progressions. The study will involve a thorough knowledge of musical notation, intervals, signatures, keys, formation of scales, triads of major and minor scales and their inversions. Simple four-part writing from given basses and sopranos.

Harmonies of the Seventh and their inversions, Secondary harmonies of the Seventh and their inversions.

Chords of the Seventh in connection with chords of other tone degrees.

Chords of Ninth, Eleventh and Thirteenth.

Chromatic alterations of the Fundamental Harmonies, Modulations, Suspensions, Organ-Point, Passing-Notes, Passing-Chord, Harmonizing melodies.

History of Music

Music before the twelfth century.

Development of Folk Song: Troubadours, Minnesingers, Meistersingers.

Evolution of Music Forms: Choral, Oratorios, Sacred Cantata, Sonata, Symphony.

Schools of Music: The Netherlands, Flemish, Italian, French, German.

Masters of Music: Palestrina, Handel, Bach, Gluck, Haydn, Mozart, Beethoven.

Lesser Lights, Schubert, Von Weber, Spohr, Mendelssohn, Schumann, Cherubini, Wagner.

Free Classes

Harmony and Musical History.—These classes are open to such music students as are sufficiently advanced.

Chorus Classes.—In these classes students receive training in part-singing.

Recitals

Realizing that ease and confidence in playing for others can be acquired only by experience in doing so, weekly recitals will be held, at which students will be encouraged to render their pieces in the presence of others; they will also have an opportunity of hearing the best works of different epochs interpreted with descriptive analysis.

Diplomas

Candidates for graduation in music, besides completing the prescribed course, will be required to give a finished and satisfactory public recital.

Students who are candidates for a degree may elect not more than eight hours in music to apply toward graduation, this to be taken in either the intermediate or advanced grades.

PREPARATORY SCHOOL

In order to accommodate some of our patrons who are not in reach of good high schools we are carrying two years of preparatory work to prepare students for the Freshman class.

The following courses are taught each year:

FALL TERM		SPRING TERM	
English B	5	English B	5
English C	5	English C	5
Primary Latin	5	Primary Latin	5
Cæsar	5	Cæsar	5
Cicero	5	Virgil	5
Algebra B	5	Algebra B	5
Plane Geometry	5	Plane Geometry	5
Ancient History	5	Ancient History	5
Physics	5	Chemistry	5

English

B. The Principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered. Abundant practice in oral and written composition comprising letterwriting, narration, description, easy exposition and argument extend throughout the year. Correct spelling and grammatical accuracy rigorously demanded. Frequent grammar reviews are given. Study of easy masterpieces from American literature.

C. The third year in English prepares for entrance to the Freshman class in college. For the year 1917-1918 the following will be required:

FOR STUDY.—Shakespeare's Macbeth; Milton's L'Allegro, Il Penseroso, Comus, Lycidas, and some of his Sonnets; Scott's Lady of the Lake; Arnold's Sohrab and Rustum; Carlyle's Essay on Burns.

FOR READING.—Two must be selected from each group.

I. Genesis, Exodus, Joshua, Judges, Samuel, Kings, Daniel, Ruth, Esther; Homer's Iliad; Virgil's Æneid.

II. Merchant of Venice; As You Like It; Twelfth Night; Henry V; Julius Cæsar; Midsummer Night's Dream.

III. Robinson Crusoe; Vicar of Wakefield; Ivanhoe; House of Seven Gables; David Copperfield; Silas Marner; Treasure Island; Cranford.

IV. Pilgrim's Progress; Franklin's Autobiography; Parkman's Oregon Trail; Stevenson's Inland Voyage and Travels with a Donkey; Sir Roger de Coverley Papers; Macaulay's Essay on Warren Hastings; Irving's Sketch Book.

V. Gray's Elegy and Goldsmith's Deserted Village; Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal; Scott's Lay of the Last Minstrel; all of Wordsworth, Shelley, and Keats in Palgrave's Golden Treasury; Longfellow's Miles Standish and Whittier's Snowbound; Tennyson's Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur; Byron's Childe Harold, Canto IV, and Prisoner of Chillon.

Latin

Three years in Latin are given in the Preparatory School.

I. PRIMARY LATIN.—This is a five-hour course throughout the first year and embraces all the essentials preparatory to a study of higher Latin.

II. CÆSAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books, I-IV. Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the texts are emphasized. Five hours a week.

III. CICERO AND COMPOSITION.—This course embraces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at on the linguistic side. Oratorical style, historical and biographical setting are considered.

IV. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. Thorough drill in syntax, poetic peculiarities, and prosody are aimed at.

History

One year of History is required of all preparatory students. This is a course in Ancient History, including Oriental, Greek and Roman.

Mathematics

ALGEBRA B.—Involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions. Five hours throughout the year.

Text.—Durell and Robins' School Algebra Complete.

PLANE GEOMETRY.—Prerequisite, Algebra A and B. Five books and numerous original exercises taken from other sources. Five hours throughout the year.

Text.—Wells' New Plane and Solid Geometry.

Science

C. ELEMENTARY PHYSICS.—This course comprises a general survey of the most important principles of Mechanics, Heat, Sound, Light, Magnetism and Electricity. There are four recitations and two two-hour periods of laboratory each week. A good working knowledge of the elements of Algebra and Plane Geometry is indispensable.

Text.—Carhart and Chute, "First Principles of Physics."

B. CHEMISTRY. — An elementary preparatory course in General Chemistry. Recitations and laboratory work. Second half year.

The Museum

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray and Wyandot Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, starfishes, sea urchins, crabs, etc.

Archaeological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia and Africa. The eggs of the guillemots from the Faroe Islands, and the gulls and auks of Labrador and Iceland, are perhaps the most rare. There are also eggs of more than thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are the most valuable.

We would take this occasion to request any friends of the College, who have material to spare for a cabinet, to donate or deposit it. In either case they will be duly credited, and the specimens will be well cared for and freely used in different departments.

COLLEGE ORGANIZATIONS

Literary Societies

The Henry Clay and Websterian are composed of young men, and the Philomathean and the Zatasian of the young women. These societies afford an opportunity for the development of the power of extemporaneous speaking, for training in parliamentary rules, and general culture. The efforts which have been made for improvement during the year are worthy of praise.

Religious Purpose

While under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Aside from Christian character, no amount of intellectual training can prepare young men and women for usefulness in life. The College, therefore, regards it of the utmost importance that a positive, healthy, religious life be maintained.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote holiness of life.

All students are required to attend the regular meetings for worship held once a week. Prayer meetings are held each week.

The Y. M. C. A. and Y. W. C. A.

The Young Men's Christian Association and also the Young Women's, have a large active membership, and exercise a strong and wholesome religious influence. These associations conduct Bible classes, missionary study classes and hold religious meetings; all of which are helpful in maintaining an active religious interest throughout the student body.

Science Club

The Joseph Moore Science Club was organized a few years ago to offer opportunity to students and members of the faculty who wish to do special work in science. Meetings are held every two weeks, at which lectures are given or discussions held on important phases of modern science.

Literary Club

For the purpose of stimulating interest in literary matters outside the curriculum proper, there is an organization known as the Guilford College Literary Club, which meets every second week during the school year. The meetings are informal, and are participated in by both students and members of the faculty.

Seminar

The Biblical Seminar is an organization of young men, who hold bi-weekly meetings, and devote themselves to discussion of topics relating to the work of the Christian ministry.

Athletics

The Athletic Association is an organization whose purpose is to have oversight of the athletic interests of the College, embracing all the forms of physical culture maintained at the College, as baseball, basketball, lawn tennis, and track athletics.

Alumni

The Alumni Association is organized with the following officers: President, Samuel H. Hodgin, '95; Vice-President, A. K. Moore, '11; Secretary, Anna L. Davis, '13; Treasurer, John B. Woosley, '12; Registrar, Julia S. White, '91.

The purpose is to extend aid to the College in various ways.

A loan fund has been created by the Association for assisting students.

The Association has committees on Athletics, the Campus, Literary Productions, all of which, with the Executive Committee, are engaged throughout the year. The Association publishes the August Bulletin, in which reports of the year's proceedings can be found.

Scholarships

Haverford and Bryn Mawr Colleges each year offer a scholarship to Guilford College. In selecting members of the Senior class to whom shall be awarded these scholarships great weight is given to rank in scholarship, but general excellence of character and promise of future usefulness in society are also taken into account and form part of the grounds upon which candidates for these scholarships are chosen.

Bryn Mawr

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of $400.00. The candidate is selected according to the statement above and must have been a student at Guilford College at least two years.

Haverford

Haverford College offers annually to the young man of the graduating class whom the faculty shall recommend a scholarship of $300.00. The selection is made on the basis explained and no one will be considered eligible who has not been a student at Guilford College at least two years.

Bible Teachers Training School Fellowship

The Bible Teachers Training School, of New York City, offers a Fellowship in their School of Theology, to be awarded each year upon recommendation of the

faculty of Guilford College, to a member of their graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The Fellowship provides board, room and tuition and $50.00 for the student's incidental expenses. It may be held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

Marvin Hardin

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship, the same to be awarded to the Sophomore making the best average in the Sophomore studies, said amount to be available in the spring of the Senior year, and only upon the condition that the student winning the money remain at Guilford during the Junior and Senior years.

Prizes

Societies

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award two prizes every year—an orator's prize and a prize for improvement. These incentives to improvement in debate and composition serve a good purpose in promoting the literary interests of the membership.

Freshman

The Class of 1905 have established a prize to be awarded each year to the member of the Freshman class who delivers the best declamation at a contest held near the close of the year.

Honors

Members of the Freshman and of the Sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent. in any subject, shall be entitled to "Honors."

Members of the Junior class who receive an average grade of 95 per cent. in their major work and do not receive a grade below 90 per cent. in any subject, shall be entitled to "Special Honors."

Those members of the Senior class who have received "Special Honors" in their Junior year, and whose average grade in the Senior year does not fall below 95 per cent., shall be entitled to "Highest Honors."

No honors shall be bestowed upon a student whose deportment is unsatisfactory.

College Paper

The literary societies publish a weekly paper called The Guilfordian, which gives the College news and is a valuable means of keeping the alumni and old students and friends of the College posted as to what is going on at the College.

EXPENSES

The charges are made as low as possible. Our patrons will understand that a slight increase over former years is absolutely necessary owing to the increased cost of provisions and fuel. It is believed that the following fees for the year will be seen to be very reasonable.

Charges to Boarding Students

Tuition, College	$ 65.00
Tuition, Preparatory	55.00
Registration	5.00
Laundry	12.00
Library	2.00
Room Rent, Cox Hall	45.00
Room Rent, Archdale	31.50
Room Rent, Founders Hall, 2nd floor	40.50
Room Rent, Founders Hall, 3rd floor	31.50
Room Rent, New Garden Hall	30.00
Room Rent in Cottages	18.00
Board in Founders Hall	135.00
Board in New Garden Hall (estimated)	54.00
Board in Boys' Club (estimated)	100.00
Fee for cooking and fuel in Boys' Club	22.50
Gymnasium and Physical Training, Boys	5.00
Gymnasium and Physical Training, Girls	2.50

Charges to Day Students

Tuition, College	$65.00
Tuition, Preparatory	55.00
Registration	5.00
Library	2.00
Gymnasium and Physical Training, Girls	2.50
Gymnasium and Physical Training, Boys	5.00

It will thus be seen that the entire cost for those who live in Cox Hall and board in Founders Hall is $269.00 in the college department, or $259.00 in the preparatory department.

For those who live in Archdale Hall and board in Founders Hall the whole charge in college is $255.50; in preparatory $245.50.

For those who live in Founders Hall the entire cost will be in the college department $262.00 or $253.00; and in the preparatory department $252.00 or $243.00.

For those who live in New Garden Hall the cost will be in college $170.50, or in preparatory $160.50.

For those who live in Archdale Hall and board in the Club the cost will be in the college $243.00; in preparatory $233.00.

For those who live in the cottages and board in the Club the cost will be in the college $220.50; and in preparatory $210.50.

Two studies in the college courses count as college tuition; and for one study in the college and other studies in the preparatory the tuition will be $60.00.

The Registration fee and the Gymnasium and Physical Training fee are due at the opening of the year or when the student registers. The other regular charges are divided as evenly as possible into four equal payments, due at the beginning and the middle of each term.

The board bill at New Garden Hall and at the Boys' Club must be paid in advance monthly.

The College maintains a book store where all necessary books and stationery may be obtained for cash.

A graduation fee of $5.00 is charged at the close of the college course.

In case of illness needing a physician the student is charged for medical attention and nursing.

No money will be refunded to students who have withdrawn except in case of disabling sickness.

Rooms

The rooms are comfortably furnished with bed room furniture — single iron beds with mattresses. The students furnish pillows, linen and all covering for their beds; also soap, towels and napkins. Two students occupy the same room in general, except there are several single rooms in Founders Hall. Room rent includes heat and light.

A student who continues in the College may retain the room he already occupies. The order of choice of vacant rooms is made upon an appointed day, of which due notice is given in advance. The upper classes have precedence in this choice. A deposit of $5.00 is required of all students, old and new, before a room will be reserved. This amount will be deducted from the first payment. In case the student informs the President of the College not later than August 1st that he cannot occupy the room the deposit will be refunded.

Laboratory Fees

The foregoing statements do not include certain laboratory fees which are due in the first payment of each term.

Chemistry A or VI	$4.00
Chemistry I or IV	6.00
Other courses in Chemistry	7.50
Biology	2.50
Astronomy	1.00
Surveying	1.00
Physics	5.00

Cost of Instruction in Music

Piano, two lessons per week, per term	$20.00
Vocal lessons, twice a week, per term	20.00
One lesson a week, in either Vocal or Piano	12.50
Use of Piano for practice, one period daily, per term	2.50
Each additional period, per term	2.00
Sight Singing, once a week in class, per term	5.00
Certificate for graduation in Music	2.00

Club Rates for Boarding Young Men

To meet the demands for less expensive living while gaining an education arrangements have been made by which young men can board at a minimum expense. A dining hall and kitchen have been prepared for this purpose and extra cottages for dormitories. These rooms are furnished with stoves, bedsteads, mattresses, chairs, table and electric lights.

The charge is $20.25 per term for each student, and this fee covers room rent, and wages of a cook in charge of dining room and kitchen, fuel, lights, and use of bath. Each boy must keep his room in good condition. By special arrangements with the management of the Club, provisions may be furnished from home and their market value received in credit. The cost of this method of boarding is pro-rated and

the average for this year has been about $9.00 per month. This must be paid in advance each month.

Students who board in this way live well and have the same advantages and privileges about the College and are under the same regulations as those who board in the College.

If young men wish to board in the Club and room in Archdale Hall, where better accommodations are furnished, the charge for room rent, laundry and cooking will be $30.75 per term for each student instead of $20.25.

New Garden Hall for Young Women

This hall will accommodate forty-eight girls and is a most excellent hall of residence. Girls are admitted here on the following terms: Each girl agrees to perform her allotted part of the household duties and pay to the treasurer of the College $15.00 per term for room rent, and to the matron of New Garden Hall the actual cost of board in advance. By special arrangements provisions may be furnished at market prices. In this way the board will be furnished for $6.00 per month for each girl. Girls in this hall may do their own laundry work. If this work is sent to the College laundry, the cost will be $12.00 per year.

Items for Particular Notice

Students will be charged from the time of entering until the close of the term, except by special arrangement. In case a student is absent from College on

account of protracted sickness of ten days or more a pro rata part of the money paid will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause, or be expelled or suspended, he will forfeit the money advanced.

All communications relating to financial matters should be addressed to the Treasurer.

Students may elect to room alone. When this is possible, it will be allowed, but the charges will be one-half the regular room rent extra.

Young men who room in Cox Hall must take their meals at Founders Hall.

By special permission students of mature years may board and room outside the College buildings, but such permission gives them no exemption from the regular study hours, attendance at chapel, church services, Bible classes and lectures.

Students arranging for rooms and board are not allowed to change without consent of the President.

Students come under the College regulations on their arrival on the campus, and must register and settle with the Treasurer at the earliest possible moment.

The matron has general oversight of all the household arrangements in all the dormitories, and much care is taken to look after the health and comfort of the students, but each occupant is held responsible for the condition of his room.

When a student registers in the College he thereby takes a pledge to obey willingly and faithfully all the rules and regulations of the College.

Each boarder is allowed three meals each term free for his visiting friends.

Every article of clothing should be plainly marked with the full name of the owner in a permanent form.

Students are met at Guilford College station, on railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station, a moderate charge will be made to students, teachers, or visitors.

In order to secure safe and prompt delivery, express packages or postoffice money orders for students should be sent in care of Guilford College.

Telegraph and express offices are established at Guilford College railroad station.

The College has telephone connection with Greensboro and other points on the long distance line.

All students sustain a great loss who are not present at the opening of the term.

Applications for leave of absence or for removal from College should be made by the parent or guardian directly to the President.

While the management of the College will cordially provide for and encourage every kind of physical training, intercollegiate contests when permitted will be subject to such rules and regulations as the Advisory Board of Athletics may provide.

Discipline

It is the aim of Guilford College to help young people toward higher ideals of character. But the College cannot undertake the task of a reform school, and jeopardize its earnest students by the presence of some with depraved minds and harmful habits. Those who are unwilling to comply cheerfully with reasonable requirements need not apply for admission, for, if admitted, they will be promptly disciplined upon showing a rebellious attitude toward the rules of the College.

It is understood that when students enter the College they do so for the purpose of persistent work, and that they will render due respect to the regulations, all of which are intended to promote the general welfare of the College and to give to each person on the campus free opportunity to use all the advantages offered. We want to create and foster such an atmosphere so that it will be hard to do wrong rather than hard to do right. Any conduct on the part of any student harmful to the moral tone of the College will render such student liable to dismissal. Parents may be asked at any time to withdraw students whose work is unsatisfactory or whose conduct is out of harmony with the College.

Occupants are held responsible for disorders occurring in their rooms, and any misappropriation, damage or defacement of furniture or buildings, beyond necessary wear and tear, will be charged to the Athletic Association Contingent Fund unless settled by the person doing the damage as required.

The reading of pernicious literature, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols, or other dangerous weapons, would be considered grave offenses and treated accordingly. Gunning is not allowed.

The effect of tobacco on the minds and bodies of the young is so injurious that the College takes all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in using it elsewhere, their standing will thereby be lowered and so entered on their records.

STUDENTS

An asterisk (*) indicates that a student is not in full class standing. See Deficient Students, page 25.

GRADUATE

Fox, Mary Willard Guilford College, N. C.

SENIORS

Armstrong, Hazel Graham Hobgood, N. C.
Beeson, John Henry Randleman, N. C.
Carroll, Edwin Blaine Mizpah, N. C.
Coble, Lovella Ruth Guilford College, N. C.
Garner, Jesse Philip Hill's Store, N. C.
Gray, Lillene Oma High Point, N. C.
Lassiter, Maude Elizabeth Mechanic, N. C.
McGehee, Sallie Rachel Jamestown, N. C.
Moore, Ezra Alexander Dudley, N. C.
Newlin, Rhesa Lancaster Saxapahaw, N. C.
Shamburger, Mary Ina Star, N. C.
Speas, Ethel Maie Winston-Salem, N. C.
Stanley, Jesse Betts Guilford College, N. C.
Stuart, Lyndon Everett Snow Camp, N. C.
Taylor, Grace Pemberton Danbury, N. C.
Valentine, Itimous Thaddeus Spring Hope, N. C.

JUNIORS

Brown, Deborah Mary Woodland, N. C.
Clegg, Agnes Marie Guilford College, N. C.
*Cronk, Gertrude Darden Pickering, Ontario, Canada
*Fort, Elbert William Fork, S. C.
Grissom, Lawrence Greensboro, N. C.
Hinshaw, Ira Randleman, N. C.
*Jackson, David Houghton Guilford, N. C.
Jones, John Benbow Winston-Salem, N. C.
Morris, Addie Irene Kernersville, N. C.
Pike, Bernice Elizabeth Liberty, N. C.
Raiford, Ellen Tabitha Ivor, Va.

JUNIORS—Continued

*Reddick, Joseph Gray Trinity, N. C.
Smith, Anderson Jones Black Creek, N. C.
Smith, Samuel Clement Guilford College, N. C.
Stanley, Leah Ellen Guilford College, N. C.
Stanley, Ruth Rebecca Guilford College, N. C.
*Sutton, Chester McKinley Summerfield, N. C.

SOPHOMORES

*Bird, Georgianna Marie Thomasville, N. C.
*Blaylock, Evelyn Rodgers Guilford, N. C.
Byerly, Wesley Grimes Cooleemee, N. C.
Cameron, Daniel David Shields Southern Pines, N. C.
Coltrane, Ruth Sophia, N. C.
*Faucette, Dorothy Louise Burlington, N. C.
*Fitzgerald, Paul Vincent Pelham, N. C.
*Frazier, Robert Greensboro, N. C.
*Hobbs, Gertrude Mendenhall Guilford College, N. C.
Hockett, Eula Eugenia Pleasant Garden, N. C.
*Hussey, William Wade Ashboro, N. C.
*Kiser, Roger Clinton King, N. C.
*Lewallen, Beatrice Guelda Ashboro, N. C.
*McPherson, Paul Vestal Liberty, N. C.
*Macon, Clarence Monroe Climax, N. C.
Mendenhall, Paul Alpheus Monroe, N. C.
*Miller, Wayne Jackson Ashboro, N. C.
*Mitchell, James Warren Guilford College, N. C.
*Moton, Totten Zella Fallston, N. C.
Patterson, Hobart McKinley Burlington, N. C.
Shelton, Charles Burton Pilot Mountain, N. C.
*Smith, Dalton Edward Trinity, N. C.
*Stout, Connie Jarrell Greensboro, N. C.
Townsend, Folger LaFayette Reidsville, N. C.
*Tremain, Lindley Ernest Brown Summit, N. C.
*White, John Gurney Guilford College, N. C.
*White, Joseph Dixon Guilford College, N. C.
White, Sherley Nathaniel Germanton, N. C.
*Williard, Hervie Nicola High Point, N. C.

FRESHMEN

Babb, Emerson Macaulay Ivor, Va.
Barnes, Bonnie Maie Ivor, Va.
*Barrett, Leslie Howard Ashboro, N. C.
Braxton, Everette Ashburn Snow Camp, N. C.
Bulla, Robert Chapman Randleman, N. C.
*Byrd, Josephus Leonard Holland, Va.
*Campbell, Katherine New Decatur, Ala.
*Casey, Luby Randolph Goldsboro, N. C.
*Caviness, William Branson Morehead City, N. C.
*Chilton, Alma Danbury, N. C.
*Clodfelter, Vira Viola Thomasville, N. C.
Cloud, Melinnie Thelma Ivor, Va.
Coble, Mary Eleanora Guilford College, N. C.
*Copeland, Mary Ella Woodland, N. C.
*Cox, Jessie Lee Pisgah, N. C.
Cruthchfield, Hattie Eugenia Guilford, N. C.
*Edgerton, Emmett White Plains, N. C.
Faircloth, Gladys Fithian Ivor, Va.
*Finch, Edward Wray Guilford College, N. C.
*Fox, Norman Albright Guilford College, N. C.
*Hayworth, Dovie Mae High Point, N. C.
*Henley, Annie Maie Guilford College, N. C.
Hollowell, William Edward Dunellen, N. J.
*Hubbard, Dorothy Farmer, N. C.
Hubbard, Julius Cicero Wilkesboro, N. C.
*Huffines, Henry Wakefield Guilford College, N. C.
*Lassiter, Carl Clayton Mechanic, N. C.
Lindley, Mary Alta Snow Camp, N. C.
*Lineberry, Richard Arthur Siler City, N. C.
*McBane, Alice Donna Saxapahaw, N. C.
*McBane, Vera Joy Snow Camp, N. C.
McCracken, Ada Lea Guilford, N. C.
McCracken, Frances Willard Guilford College, N. C.
*McKoin, Charles Clayton Guilford College, N. C.
*Moore, Frances Willard Dudley, N. C.
*Moore, Hugh Watson Dudley, N. C.
*Newlin, Algie Innman Snow Camp, N. C.
Raiford, Okie Irene Ivor, Va.
*Reece, Annie Juanita Liberty, N. C.
*Russell, Bertha Guilford College, N. C.
Smitherman, Gertrude Martin East Bend, N. C.

FRESHMEN—Continued

*Stone, Amy Gertrude Thomasville, N. C.
*Stone, Verna May Thomasville, N. C.
*Sumner, George Herbert Franklinville, N. C.
*Townsend, Paul Wilson Reidsville, N. C.
*Walters, LaVerna Siler City, N. C.
*White, David Jordan Belvidere, N. C.
*White, Robert Shelton Hertford, N. C.
*Williamson, Lillie Salemburg, N. C.
*Yow, Ralph Johnson Greensboro, N. C.
*Zachary, Otis Allen Cooleemee, N. C.

PREPARATORY

Anderson, Thomas Denton, N. C.
Andrew, Samuel Ralph Staley, N. C.
Armstrong, Frank Hobgood, N. C.
Ballinger, Harry Guilford College, N. C.
Barrett, Wilfred Elmer Ashboro, N. C.
Beasley, William Matthew Mount Airy, N. C.
Best, James Edward Haw River, N. C.
Blair, Clara High Point, N. C.
Bondurant, Roy Suel Guilford College, N. C.
Boone, Ruby Atna Stokesdale, N. C.
Bowman, Robah Carr Walnut Cove, N. C.
Budd, Dancy Siler City, N. C.
Burgess, Troy Lee Rich Square, N. C.
Burke, Grace Goldston, N. C.
Burke, Tama Goldston, N. C.
Callum, Travis Broadnax Greensboro, N. C.
Carroll, Charles Mizpah, N. C.
Cartland, Herbert Hardy Greensboro, N. C.
Clark, Mary Mildred Washington, D. C.
Clegg, Elsie May Guilford College, N. C.
Cooper, Louis Monroe Mechanic, N. C.
Cooper, William Haywood, Jr. Laurinburg, N. C.
Copeland, Thomas Baltimore, Md.
Cox, Mary Julia Dudley, N. C.
Creed, Mattie Lou White Plains, N. C.
Crews, Thomas Albert, Jr. Walkertown, N. C.
Cummings, Bryant Odell Stokesdale, N. C.
Dobbins, Walter Lee Mount Airy, N. C.

PREPARATORY—Continued

Dorsett, John Dewey Siler City, N. C.
Doughton, Joseph Edward Guilford College, N. C.
Duncan, French Columbus Siler City, N. C.
Ellwood, Leo Bunker Altavista, Va.
Farlow, Clara Barton Guilford College, N. C.
Finch, Clyde Henderson, N. C.
Finch, Doak Trinity, N. C.
Finch, George Davis Trinity, N. C.
Finch, Willie Mildred Henderson, N. C.
Freeman, Ray Floyd Steeds, N. C.
Freeman, Tracy Roy Steeds, N. C.
Galdo, Isabel Maria Havana, Cuba
Galdo, Sarah Havana, Cuba
Galdo, Teresa Havana, Cuba
Gentry, Byron Wilson Mount Airy, N. C.
Gentry, Susan Mount Airy, N. C.
Goode, Ora Susan Stokesdale, N. C.
Gorrell, Mary Greensboro, N. C.
Greenwood, James Thomas Elkin, N. C.
Hamilton, Ruth Almira High Point, N. C.
Hamilton, Troy High Point, N. C.
Herbin, Dwight Moody Summerfield, N. C.
Highfill, Nannie Fern Efland, N. C.
Holton, Emelyn Graves Winston-Salem, N. C.
Jennings, Thelma Worthville, N. C.
Jonas, Adolph Garland Lexington, N. C.
Jones, Gilbert Alexander Laurinburg, N. C.
Kearns, William Wade Ashboro, N. C.
Kendall, Milton Dewey Guilford, N. C.
Lane, Alvah Rollo Belvidere, N. C.
Lindley, Ethel Siler City, N. C.
Lindley, Flavius Bingham Siler City, N. C.
Lindley, Genevieve Snow Camp, N. C.
Lloyd, William Graham Saxapahaw, N. C.
McCracken, Clara Louise Guilford College, N. C.
McCracken, Wendell Guilford, N. C.
Mackie, Sallie Geneva Guilford College, N. C.
Marshall, Annie Rooney Westfield, N. C.
Massey, Moulton Braxton Princeton, N. C.
Marlette, Nigal Hurley Saxapahaw, N. C.
Moore, Henry Clem Stokesdale, N. C.

PREPARATORY—Continued

Moore, Dora Liberty, N. C.
Morris, John De Roxboro, N. C.
Moton, Beulah Estelle Fallston, N. C.
Murchison, Thomas Liberty, N. C.
Neece, Vanner Emma Climax, N. C.
Newbold, Thomas Shelton Hertford, N. C.
Pegg, William Wesley Guilford College, N. C.
Phillips, Morris William Lexington, N. C.
Pickett, Parks Wreitzel Liberty, N. C.
Rayle, Elsie Estelle High Point, N. C.
Reed, Durward Felton Hertford, N. C.
Robbins, Annie May Guilford College, N. C.
Robbins, Margaret Elizabeth Guilford College, N. C.
Robertson, Harry Lee White Plains, N. C.
Rudd, William Lee Jericho, N. C.
Seal, Una Ovella Mount Airy, N. C.
Semans, Francis Marion, III Uniontown, Pa.
Shannonhouse, Thomas Gordon Durants Neck, N. C.
Sherrill, Don Catawba, N. C.
Shore, Dovie Augusta Boonville, N. C.
Sisk, Walter Hobart White Plains, N. C.
Smith, Ava Iola Goldsboro, N. C.
Smith, Dewey Odell Winston-Salem, N. C.
Smith, George Ernest Kernersville, N. C.
Smithdeal, Glen Alexander Advance, N. C.
Stafford, Raymond Luther Greensboro, N. C.
Stanley, Harry Ruffin Marion, Ill.
Steele, Thelma Belle Franklinville, N. C.
Stout, Hobart McKinley Siler City, N. C.
Taylor, Charles Celcut Spring Hope, N. C.
Thrift, Otis Winfield High Point, N. C.
Tomlinson, Charles Thomasville, N. C.
Wakefield, Carrie Haines Guilford College, N. C.
Wakefield, Treva Lindsay Guilford College, N. C.
Walser, Donald Adderton Lexington, N. C.
Walser, Zeb Vance, Jr. Lexington, N. C.
Westmoreland, Ernest Rural Hall, N. C.
Wharton, Bert McDonald Florence, N. C.
Wharton, Guy Leon Florence, N. C.
White, Berry Lee Belvidere, N. C.
Williard, Glenn Norfleet Winston-Salem, N. C.

PREPARATORY—Continued

Williams, John Cephas Guilford College, N. C.
Wilson, Jesse Meadow Hertford, N. C.
Winningham, James Lyndon, Jr. Greensboro, N. C.
Zachary, Jonathan Thompson Snow Camp, N. C.

MUSIC

Blair, Clara High Point, N. C.
Bondurant, Annie Guilford College, N. C.
Bondurant, Roy Suel Guilford College, N. C.
Boone, Ruby Atna Stokesdale, N. C.
Bulla, Robert Chapman Randleman, N. C.
Burke, Tama Goldston, N. C.
Clark, Mary Mildred Washington, D. C.
Cloud, Thelma Ivor, Va.
Coggins, Etta Lois Guilford College, N. C.
Coggins, Leona Maie Guilford College, N. C.
Cox, Mary Julia Dudley, N. C.
Crews, Thomas Albert, Jr. Walkertown, N. C.
Crutchfield, Hattie Eugenia Guilford, N. C.
Dix, Burtie Ellen Westfield, N. C.
Finch, Clyde Henderson, N. C.
Finch, Willie Mildred Henderson, N. C.
Fort, Elbert William Fork, S. C.
Frazier, Gracette Guilford College, N. C.
Galdo, Isabel Havana, Cuba
Galdo, Sarah Havana, Cuba
Galdo, Teresa Havana, Cuba
Gentry, Susan Mount Airy, N. C.
Gorrell, Mary Greensboro, N. C.
Hamilton, Ruth Almira High Point, N. C.
Henley, Annie Maie Guilford College, N. C.
Kearns, William Wade Ashboro, N. C.
Lindley, Ethel Siler City, N. C.
Marshall, Annie Rooney Westfield, N. C.
McBane, Alice Donna Saxapahaw, N. C.
McCracken, Ada Lea Guilford, N. C.
McCracken, Clara Louise Guilford College, N. C.
McCracken, Frances Willard Guilford College, N. C.
Moton, Beulah Estelle Fallston, N. C.
Morris, Addie Irene Kernersville, N. C.

MUSIC—Continued

Reynolds, Edith Guilford College, N. C.
Robbins, Annie May Guilford College, N. C.
Robbins, Louise Guilford College, N. C.
Robbins, Margaret Elizabeth Guilford College, N. C.
Russell, Bertha Guilford College, N. C.
Smith, Iola Goldsboro, N. C.
Taylor, Grace Pemberton Danbury, N. C.
Wakefield, Treva Lindsay Guilford College, N. C.
Walters, LaVerna Siler City, N. C.
Williamson, Lillie Salemburg, Va.

INDEX

Admission 23
Admission, Table of
Subjects Accepted 27
Alumni Association 73
Astronomy 52
Athletic Association 73

Biblical Literature 45
Biology 55
Board in Clubs 81
Buildings 13

Calendar, College 3
Chemistry 57
College Paper 77
College Organizations 71
Committees:
Advisory 4
Faculty 10
Trustees 5
Courses of Study 33

Degrees 33
Discipline 85

Economics 48
Endowment 17
English, College 42
English, Preparatory 65
Entrance Units, Specifications 28
Expenses 78

Faculty 6
Fees (Extra Charges) 80
French 41

Geology 56
German 40
Graduation, Hours
Requisite for 34

Greek 40
Groups of Studies 33

History, College 46
History, Preparatory 67
History of the College 11
Honors 76

Latin, College 38
Latin, Preparatory 67
Library 15
Literary Societies 71

Mathematics, College 51
Mathematics, Preparatory ... 68
Miscellaneous 82
Museum 69
Music 60

Officers 9

Philosophy:
Ethics, Psychology, Logic,
Methods of Teaching ... 49
Physics 53
Preparatory School 65
Prizes 76

Religious Purpose 71

Scholarships 74
Sociology 49
Students, List of 87
Surveying 52

Trustees, Board of 4

Y. M. and Y. W. C. A. 72

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ol. X JULY, 1917 No. 2

Guilford College Bulletin

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

ntered at Guilford College, N. C., as second class matter, under Act of Congress of July 16, 1894.

To Students, Patrons and Alum of Guilford College

The Trustees of the College deem it pro at this time to make certain announcements general interest, as follows:

1. Soon after the close of the last sessi the President, Dr. Thomas Newlin, tendered resignation, advising the Board that in opinion his withdrawal at this time wou bring about a more cordial relationship betwe the College and the Alumni.

After careful consideration of the matt the Board accepted his resignation, to ta effect on September 1. In the meantime, Newlin is spending practically all of his va tion in behalf of the College, and the fi spirit of cooperation on his part is recogniz and appreciated by all friends of the insti tion.

2. In view of the resignation of Preside Newlin, the Board concluded to refer the usu duties of the president, for the coming year, a Committee of the Faculty, consisting of

Prof. Howard H. Brinton, Chairman;
Dr. L. L. Hobbs, President Emeritus,
Miss Alma T. Edwards.

The personnel of this committee is a gua antee that the Administrative and Literary D partments of the College will be maintained the usual high standard.

. The few vacancies in the Faculty, as it constituted last year, have been filled by strongest and most experienced teachers that Board was able to command.

. The importance of proper training in letics was recognized by the re-election of ert S. Doak as director of this department.

. To promote efficiency and co-ordinate all business interests at the College, the Board ated the position of Business Manager, and se E. Edgar Farlow, an alumnus of the lege, to have charge of this work. He imme-tely entered upon his duties, and will have ervision of the Farm, Boarding Department, ildings and Grounds, Lighting and Heating nts, and will make all purchases for these partments.

. The office of Treasurer, so long and accept-y held by the late George W. White, was ed by the election of Miss Maud Gainey, ose promotion will be pleasing to all. Miss iney has had long experience as an assistant the Treasurer, and as secretary to the Pres-nt.

. During the vacation period, the College ldings and equipment are being overhauled d put in excellent condition. The $15,000.00 ension to Cox Hall is now in course of con-uction, and will be ready for occupancy at opening of the fall term.

8. An active canvass for students is progress, and the indications are that the C lege will have a larger enrollment next te than ever before.

9. The Trustees are glad to announce th they are this year introducing a well-equipp department of Household Economics, compr ing both Domestic Science and Household Ar This department will be in charge of an ex rienced and well prepared teacher.

10. The undersigned Executive Committ appointed by the Board of Trustees to ser during the coming year, has entered upon duties with enthusiasm, and expects to meet the College once each month in order to ke in close touch with administrative affai Each member of the committee has pledg his best efforts toward the continued grow of Guilford College along the well establish lines of sound scholarship.

Respectfully submitted,

J. Elwood Cox, Chairma

Henry A. White,

David White,

Charles F. Tomlinson,

Committ

Guilford College, N. C.,
July 21, 1917.

Vol. X Eighth Month, 1917 No. 2

Guilford College Bulletin

ALUMNI NUMBER

Published quarterly by Guilford College, Guilford College, N. C.

Entered at Guilford College, N. C., as second-class matter, under act of Congress of July 16, 1894.

OFFICERS AND COMMITTEES OF THE ALUMNI ASSOCIATION FOR 1917-1918

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Vice-President O. E. Mendenhall
Secretary Anna Davis
Treasurer John B. Woosley
Registrar Julia S. White

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Laura D. Worth, term expires 1918; Clement O. Meredith, term expires 1919; Mary E. M. Davis, term expires 1920.

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CAMPUS COMMITTEE

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LIFE MEMBERSHIP COMMITTEE

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AUDITING COMMITTEE

J Gurney Briggs, Chairman; C. M. Hauser, John W. Lewis.

MINUTES OF THE AUGUST MEETING

A considerable number of the Guilford Alumni met on the college campus in the afternoon of 8th month, 12th, 1916.

After having given attention to the matter in, and publication of, the Alumni Bulletin, then under way, some of the older alumni made speeches, and the Loan Fund Committee offered the following:

The Loan Fund Committee recommends that members of the committee be elected to serve for a period of six years, and that they should reside at Guilford College, if possible. Also that the Executive Committee make additional appropriation to Loan Fund, but not suggest the amount loaned, as this should be the duty of the Loan Fund Committee; also that the interest on notes begin at the date of leaving college, at 6 per cent.

The Executive Committee was ordered to take these recommendations in hand, and to formulate them into articles to be voted on in the May meeting. The meeting then adjourned.

S. H. HODGIN, President.
ANNA DAVIS, Secretary.

MINUTES OF THE MAY MEETING

The Alumni Association of Guilford College met in Memorial Hall on May 28th at 8 o' clock. President Hodgin called the house to order and the roll was called by classes, to which a larger number than usual responded.

The reports of officers and committees came next in the following order:

Report of President

We have assembled here tonight because we are interested in something—otherwise our coming together would be ludicrous. Would it be presumptuous to ask in the outset what that something is? We are here bound together by a single common tie—the relation that exists among us as sons and daughters of our Alma Mater. We are here, of course, to greet each other and to mingle together for a day under the old and never to be forgotten associations, but our chief interest just now, I trust, is not in ourselves but in Guilford, and as loyal graduates, in her well-being.

Nobody, I suppose, knows just what position in our national educational system the colleges of the country are to occupy in the future, still less do we know, perhaps, the place and function of the denominational college.

I think, however, that we can proceed on the assumption of at least one particular thing, viz.,—that a college of any sort will hold in the future a distinctly unique place—essentially differing in both spirit and purpose from the high school on the one hand, and from the university and technical school on the other. It will cover a period in the

lives of those it touches when the chief attention should be directed to the careful, though perhaps inperceptible, molding of Christian character and to the cultivation of such a quality of citizenship as will guarantee the perpetuity of our cherished institutions, and make America at least a safe place for democracy. This ideal has been too much neglected, not only in our own educational systems, but in the world. When one reverts to statistics it is surprisingly gratifying to note that an extraordinarily large per cent of the leaders in our national, state and community life, are college men. This will be increasingly so; it will therefore be the peculiar function of the college of the future to mold our whole civic life through the men and women who have been bred i nthe atmosphere of wisdom, and justice, and right. This spirit of wisdom, justice, and righteousness, it will be the privilege and duty of the college to give.

It is likely therefore, whatever happens, that the college of the future will hold an important and distinctive position with respect to our general educational polity. To do its part is must be well ballasted, firmly entrenched, adequately prepared. What the nature of this preparation shall be is still a matter of some discussion, but I think all are agreed on one point, especially true of the denominational college, if it is to endure,—it must be ballasted with gold. The college that performs its whole function in the future must have, above all things, such an income as will preclude the possibility of harassing financial embarrassment. This condition will provide all other necessary things,—material equipment, faculty, and students to be taught. Our greatest need is money—funds sufficient to furnish necessary additional equipment from year to year in order to keep step in the march of progress, and to provide such salaries as will attract and hold strong men and women and give assurance of a remuneration

commensurate with the reasonable demands of professors or recognized ability. Such a financial condition coupled with a well defined executive and administrative policy, vigorous and aggressive, not too visionary in its conception or spasmodically haphazard in its execution, will satisfy—and nothing short of it could satisfy—every true lover of the cause of education and of the particular institution in which he is primarily interested.

There is not one among us who is not proud of Guilford's record. Throughout a period of more than three-quarters of a century she has been a leader—the one college among the state's educational institutions whose spirit and purpose has gained the universal praise of other like institutions in our state. We are warranted in taking great pride in Guilford's history, and we shall be a recreant to a sacred trust, if we put forth no effort, or feeble effort, to make her place sure and steadfast. Every alumnus who fails to respond to the manifest need of his Alma Mater in this crucial period, either on account of lethargy or despair, is remiss in a duty that cannot be shifted or avoided or ignored.

With our financial condition made thus sure no opportunity should be lost in directing the attention of young men and young women, their parents, school authorities, and the general public, to the fact that Guilford College is not only safe, but sane and sound, and well prepared in both material equipment and in the personel of her teaching staff to perform such work as should be performed in a modern educational institution of the type and standard that Guilford purports to be. Nothing less will maintain a respectable clientele or satisfy its patrons and friends. Our college must be better equipped in every way in order that she may retain the high degree of efficiency that has characterized her in the past and hold the position among the colleges of the state and country to which she aspires,

and which all of her friends will delight to see her assume and maintain.

Those who have just graduated will perhaps be wondering whether all these considerations have any immediate, direct and practical significance for themselves. Not immediate possibly, not direct perhaps in the case of most alumni. But surely the higher concerns of a college have practical significance in the future for those who have enjoyed its benefits in the immediate past. The man or the woman who accepts an education from the hands of an endowed institution and then feels no desire to do anything for it later, when he shall be able, is a man or a woman whom it is a pity to have educated. To contribute in any important degree to its endowments may never be within his power. But at least he can work for it directly or indirectly. That he may work for it intelligently, and with a proper comprehension of what it is trying to do, he ought to be, all his life, to some extent a student of American higher education, learning what is done here, reading and observing what is done elsewhere, and thinking as to what might be done, what might be done better, what ought to be done. (To those of us who are Friends, and who realize as we muct realize if we think how intimately the future of our denomination in North Carolina is bound up with and dependent upon the future of Guilford College, these considerations ought to come with a greatly accelerated and appealing force.) In the control of any college, in the shaping of its destinies, in the securing of its truest success, its graduates, whether through organized or unorganized means, play inevitably an important part. It is yours, it is ours to see that, by acquiring all appropriate knowledge and wisdom, we fit ourselves to render to Alma Mater an intelligent and patriotic service.

To the end that Guilford College may not fail in the opportunity and supreme test that awaits her we should

pledge, each and all together, our unceasing devotion and unstinted sacrifice. The consideration of any forward looking plan by this body at this time, I am persuaded would be in order, and welcomed and supported by every one interested in guaranteeing the perpetuity of this noble institution in our community and state.

Athletic Committee's Report

In the absence of the chairman of this committee, Prof. C. O. Meredith made an interesting report. He told of the splendid baseball, improved basket ball, and good, clean and vigorous athletics all around. In the course of his report, he gave thanks to Guilford's able coach, Doak, to whom he attributed a large part of the year's success.

Executive Committee's Report

"We submit reports herewith of the following committees: Trustees of the Loan Fund; Christian Work, and Registrar. No reports were submitted by the Athletic Committee, the Literary Committee, Campus Committee, Publicity Committee, or Life Membership Committee.

The reports of the Treasurer of the Association and of the Loan Fund Committee have been audited and found correct.

The Executive Committee made nominations for the annual election of officers, and ballots were sent out by the Treasurer, and the results of the election are as follows: President, Miss Virginia Ragsdale; Vice-president, O. E. Mendenhall; Treasurer, John B. Woosley; Member of Executive Committee, Jos. D. Cox; Member of Loan Fund Committee, Mrs. M. E. M. Davis; Member of Board of Trustees of Guilford College, D. Ralph Parker; Secretary, Anna Davis.

We recommend the following appropriations: Addition to Loan Fund, $60.00; Printing of Alumni Bulletin, $40.00; for Guilfordian, $80.00; for Reception Committee, 27.00.

We have arranged with the incoming Business Manager of the Guilfordian that the Association shall pay 85 cents for each subscription sent to members of the Alumni Association, the subscription list to be comprised of those who pay their Alumni fees for the previous year, and also of life members.

As new business we propose for honorary membership in our association, the name of Prof. Robert N. Wilson, a former student of Guilford, and for many years a valued professor in Trinity College, N. C.

We also suggest for your consideration some plans of co-operation with the Old Students' Association, whereby the work of the two associations may be unified.

Respectfully submitted by the Executive Committee."

This report was accepted, and the new business mentioned here was taken up at once. Prof. Robert N. Wilson was elected an honorary member and the secretary was ordered to write him a letter informing him of his election. To do something on the second recommendation offered by the Executive Committee,—namely, to harmonize the Alumni and the Old Students' Associations, a committee was appointed consisting of: Mary E. M. Davis, Arthur Moore, Virginia Ragsdale, Laura Worth, J. D. Cox.

Then followed the remaining committees' reports, which were read and accepted.

Repore of Christian Work Committee

The Y. M. C. A. at Guilford reports a most successful year as regards general attendance at mid-week prayer meetings and Bible study classes. About two-thirds of the young men on the grounds attend these meetings regularly. Owing to the fact that they have had to finance the remodelling of the Y. M. C. A. hall, they have been unable to conduct a series of meetings, but very helpful prayer groups wer supported for one week last fall.

The Y. W. C. A. has had good attendance at weekly meetings, Bible study and Mission classes. There are two student volunteers. Every young woman has been enrolled in the Association. They gave last fall $62.00 to the European Prison Relief Fund, and the boys gave about $40.00.

A Biblical Seminar, with a membership of 25 young men, is supported, and a ministerial association of 12 men, who expect to enter the ministry, is conducted. Two persons have gone out to conduct meetings i nthe community.

Every Sunday morning a joint meeting of the two Associations is held, at which time students or members of faculty make helpful talks.

A revival, conducted by Lewis McFarland, in the fall, resulted in spiritual blessing to many students. All in all, the religious atmosphere at Guilford is very satisfactory, compared with other years.

On behalf of committee,

CLARA I. COX.

Report of Reception Committee

A reception was given to the graduating class in the library following the business meeting Monday evening at an expense to the association of $26.25.

For the Committee,

ANNA T. EDWARDS.

Report of the the Registrar

Of the forty-four who had failed to furnish the Registrar with the information desired, five responded. So you see we are about down to those who seem determined not to put themselves on file. It is rather surprising who some of these are.

JULIA S. WHITE, Registrar.

Report of Literary Committee

Probably the preatest zest which has been felt for some years in the Henry Clay and Websterian Literary Societies has come about by the completion of the two new halls in the Y. M. C. A. These are the best homes the Webs and Clays have ever had. This fact should be and has been an effective stimulus. All the Societies now have good homes and are apparently taking on new life. The Guilfordian, managed by these cocieties, gives evidence of literary ability.

A very interesting and gratifying feature of our student activities in a literary way has been the debate between Guilford College and A. and E. College. This was our first inter-collegiate debate, and we are glad that Guilford won.

The Literary Club has had a profitable year in the study of Greek philosophy, Plato and Aristotle forming the basis of this work.

It is gratifying to know that more than one-third of our Alumni are engaged in teaching, and that a few of these, who are intending to make teaching a life work, are aspiring to the best equipment which this country affords. Wilson Hobbs, for example, is to get his Ph. D. from the John Hopkins University in June of this year. The college should by all means secure again the services

of such a distinguished scholar, but we are mortified to say that no effort has been made in this regard. Guilford College is poor, and if she is to have a place of distinction in the literary world she must gain it through the efforts of her own sons and daughters who are willing to sacrifice time and pecuniary interests in equipping themselves to serve her. She must speedily abandon the policy of picking up A. B. men and boys from any and every where, and suddenly elevating them to the distinction of Professor of such and such a department. She must abandon the practice of taking in men, who, by virtue of their training and experience, are fit only for High School or Assistants in College, and making them full-fledged heads of departments. The faculty of a college must be its advertisement, and it must be to a large extent a permanent body. Students are demanding that they know who their teachers are to be. Guilford's faculty has been anything but a permanent body. Look over, for example, the catalogue of 1915 and then ascertain who are to compose the faculty for 1917-1918, and you will only three elderly survivors. Is it strange that we have to race around in the summer and scour the state for students? Should we not enter our protest against such, and assist, if possible, in changing this deplorable condition?

C. O. MEREDITH, Chairman.

Report of Board of Trustees of Loan Fund

The Loan Fund Committee met in June last and organized, naming a Treasurer and a Secretary, and took over, from the Association Treasurer, all notes and monies properly belonging to the Association Loan Fund.

The Secretary has written to each person, whose note is now due, and still unpaid, asking, if he or she, wished to cancel the note, or to have it extended, urging that the

interest be kept paid up, so that the fund might be thus increased and our loans extended. Replies to most of these letters were received.

We havethis year, made one loan of $50.00 to a member of the Junior class.

It may be of interest to all members of the Association, to know that before the establishment of the Loan Fund, two annual tuition scholarships of $56.00 each, were awarded. But this means of extending aid to students was not satisfactory, and instead, was organized in May, 1899, the "Alumni Association Loan Fund."

During the eighteen years since, twenty-two students have made use of the fund, aggregating $1,427.50.

In the early years of the organization of the Alumni Association, when there were fewer calls upon the meager funds of the treasury, the receipts from annual fees, were mainly used for loans. Later there were other claims, and the Executive Committee recommended an annual appropriation from the Association Treasury, for the Loan Fund. There have been two donations of money, $20.00 from F. Walter Grabs, '94, and $10.00 from R. Ernest Lewis, '05.

The Loan Fund accounts have never been kept entirely distinct from those of the Association Treasurer, however, the Committee wishes to state that the entire funds available, and taken over, in June, 1916, were:—

Notes Payable	$623.50	
Appropriation, 1916-'17.	35.00	
Cash Balance	17.64	
Total		$676.14

Notes payable as follows:—

1905-06	Loan to Ida Hutchens	$60.00

March 9, 1912—Credited on note, $20.00

1906	Loan to Amanda Richardson	60.00
1910-11	Loan to Jennie Bulla	90.00
1912, 15	Loan to Kathryn Dorsett	75.00
1913, 15	Loan to Gladys Highfill	97.50
1913	Loan to Elene Lewis	50.00
1915	Loan to Archie L. Riddick	65.00
1915	Loan to Bernice Pike	50.00
1916	Loan to Athletic Association	96.00

Receipts:—

10-1-1916	Received of J. B. Woosley, Treas. cash		$ 17.64
10.1.1916	"	" J. B. Woosley, Appropriation for 1916-17	35.00
10-15-1916	"	" Athletic Association on note	96.00
3-19-1917	"	" Eilene Lewis, interest on note	9.00
4-4-1917	"	" Gladys Highfill in payment of note with interest	108.35
4-4-1917	"	" Websterian Corporation in in pay't of note with int.	50.75
	Total		$316.74

Disbursements:—

10-10-1916	Paid loan to Addie Morris	$50.00
1-1-1917	Paid loan to Websterian Corporation ..	50.00
1-8-1917	Paid for Record book and blank notes	1.85
	Paid for postage and stationery ..	.89
	Total	$102.74

Recaptiulation:—

Total receipts to date	$316.74
Total disbursements to date	102.74
Total on Bank deposit	$214.00

Signed in, and on behalf of Committee,

LAURA D. WORTH.

May 22, 1917.

Audited and found correct,

O. V. WOOSLEY, for Auditing Committee.

Report of the Treasurer of the Alumni Association

Receipts:—

May 29, 1916 Cash balance on hand	$245.03
Received from R. J. M. Hobbs, returned from Campus fund	2.00
Received from belated 1916 fees	10.00
Nov. 28, 1916 Received from Athletic Association, loan returned	96.00
Received from 1917 fees	178.00
Total	$531.03

Expenditures:—

June 2, 1916 Paid to Laura Worth, 1916 reception	$ 3.15
June 5, 1916 Paid to W. H. Fisher Co., Printing	3.37
June 5, 1916 Paid to C. R. Mitchell, Mgr. Guilfordian	95.00
Aug. 8 ,1916 Paid to J. M. Purdie, Printing Bulletin	31.00
Dec. 1, 1916 Paid to C. O. Meredith, Treas. Loan Fund	96.00

Dec. 21, 1916	Paid to C. O. Meredith, Treas. Loan Fund	52.64
April 14, 1917	Paid to Stout Bros., Printing cards	1.75
May 10, 1917	Paid to Julia S. White, Registrar	.90
	Paid for printing and mailing statements	9.00
	Paid for printing and mailing 2nd statem'ts	5.00
May 28, 1917	Cash balance	233.22
	Total	$531.03

May 28, 1917.

Respectfully submitted for John B. Woosley, Treasurer,
MARK BALDERSTON.

Audited and found correct,
O. V. WOOSLEY, for Auditing Committee.

Under the head of new business the four amendments, which had been previously printed on the Treasurer's letter to each member of the Association were voted on and adopted, and the amendments will be found correct in this Bulletin, for Article III, section 3; Article IV, section 4; Article III, section 4; Article VI, section 3.

Several members of the Association expressed their deep sorrow on account of the illness of Dr. L. L. Hobbs, and the secretary was ordered to write a note of sympathy to Mrs. L. L. Hobbs. Also the Association wished the secretary to inform Mrs. M. E. W. White of its sorrow in the death of our beloved Prof. G. W. White.

Further, a resolution was read and sanctioned, which expressed the regret which the members of the Association feel in the resignation of David

White from the Board of Trustees, and a copy of the resolution was to inform him of the same.

After the reception of the new members the house adjourned.

S. H. HODGIN, President.
ANNA DAVIS, Secretary.

CONSTITUTION AND BY-LAWS GUILFORD COLLEGE ALUMNI ASSOCIATION

Remembering the benefits we have received from our Alma Mater, we desire to maintain such relations to the College that we may efficiently aid in her upbuilding and strengthening to the end that her usefulness may continually increase. In order to accomplish this purpose we, the Alumni of Guilford College, bind ourselves together by the following constitution:

ARTICLE I.—NAME.

This organization shall be known as the Guilford College Alumni Association.

ARTICLE II.—MEMBERSHIP.

Section I. Active.—All graduates of the College are eligible to active membership in the Association with all rights pertaining thereto. Any graduate may be received by majority vote of the Association upon his or her application.

Section 2. Honorary.—Members of the faculty of Guilford College and old students of New Garden Boarding

School or Guilford College are eligible to honorary membership upon recommendation of the Executive Committee and may be received by a majority vote of the Association. Honorary members are entitled to all privileges of the Association except voting and holding office.

ARTICLE III.—OFFICERS AND STANDING COMMITTEES

Section 1. Qualifications for Holding Office.—Active members become qualified to hold office or be appointed on committees, upon payment of the membership fee annually.

Section 2. Officers.—The officers of the Association shall be President, Vice-President, Secretary, Treasurer and Registrar, all of which shall be elected by the Association.

Section 3. Executive Committee.—There shall be an Executive Committee of six members, two of whom shall be elected each year by the Association for a term of three years.

Section 4. Trustees of Loan Fund.—There shall be a Board of Trustees of the Alumni Association Loan Fund composed of three active members elected on each alternate year for a term of six years.

In order to make this plan operative at once, the term of the member elected in 1917 shall expire in 1923; the term of the member elected in 1916 shall expire in 1921; the term of the member elected in 1915 shall expire in 1919.

The Treasurer of the Association shall be an ex-officio member of this Committee.

Section 5. Committees Appointed Annually.—The following committees shall be appointed each year by the President unless otherwise provided: Athletic Committee of five members; Reception Committee of five members;

Literary Committee of three members; Campus Committee of three members; Auditing Committee of two members; Christian Work Committee of five members.

ARTICLE IV.—DUTIES OF OFFICERS

Section I. President's Duties.—The President shall preside at all meetings of the Association, appoint all committees not otherwise provided for, call special meetings of the Association when necessary or upon the recommendation of the Executive Committee, and be ex-officio member of all committees. He shall make an annual written report to the Association.

Section 2. Vice-President's Duties.—The Vice-President shall perform all the duties of the President in his absence, and shall succeed him in case of death or resignation.

Section 3. Secretary's Duties.—The Secretary shall keep minutes of the proceedings of each meeting, conduct all general correspondence, notify officers and members of committees of their election or appointment, and perform other such duties as directed by the President.

Section 4. Treasurer's Duties.—The Treasurer shall collect all annual dues and interest on notes, take charge of and be responsible for all funds and pay all bills approved by the Association or Executive Committee. The fiscal year shall one week previous to Commencement Day each year, upon which date the Treasurer shall submit to the Auditing Committee a written report with vouchers showing all receipts and expenditures and all csah and other assets on hand. The Treasurer shall furnish each member a ballot containng nominations by the Executive Committee together with his notice for fees at least two months previous to Commencement, said ballot when voted shall be enclosed in a sealed envelope, furnished by the Treasurer and addressed to the Executive Committee, and

shall be returned to the Treasurer accompanied by the annual fee.

The vote so cast shall be turned over to the Executive Committee for tabulation.

The Treasurer shall also furnish the business manager of the College Journal annually a list of all members of the Association who are eligible to receive the College Journal together with a check to cover the amount of subscriptions agreed upon.

Section 5. Registrar's Duties.—The Registrar shall prepare a correct list of names and addresses of all members of the Association and gather as far as possible the following data concerning each member: Date and place of birth, name of father and maiden name of mother, date of matriculation in the College, College honors won, offices held at College, date of graduation, degree conferred, supplemental education, date of marriage and to whom married, positions or offices held since graduation, present occupation, date of death.

The Registrar shall also furnish the Executive Committee prior to the annual meeting a list of changes for publication.

ARTICLE V.—DUTIES OF COMMITTEES

Section 1. Duties of Executive Committee.—The Executive Committee shall have general oversight of the work of the Association, and suggest work for the various committees. It shall receive all reports from officers and standing committees, and prepare them for the annual meeting of the Association. It shall prepare a budget of new business for consideration of the Association at its regular meetings. It shall nominate not less than two mebers for each office and for a member of the Board of Trustees of Loan Fund and for a member of the Executive Committee. These nominations shall be made out two

months previous to Commencement and the ticket sent to the Treasurer for submitting to the membership. It shall audit the election the returns and make a full report of the same to the annual meeting of the Association. It shall publish the proceedings of each meeting and such other matter as the Association shall direct. It shall provide suitable exercises of a public nature, for Alumni Day each year.

Section 2. Duties of the Board of Trustees of Loan Fund —The Alumni Association Loan Fund shall be composed of the present notes receivable which are held by the Treasurer, amounting to $185.00, and to this shall be added such bequests as may be given by classes or individuals and such appropriations from the funds in hand as the Association shall approve at each annual meeting. This fund is to be kept intact and used as per the following regulations:

Rule1. This loan shall be made to those only who are deserving and who have shown by their character and conduct that they will appreciate and make good use of opportunities at Guilford.

Rule 2. It shall be available for members of the Junior and Senior classes only.

Rule 3. The amount of each loan shall not be more than the amount necessary to cover tuition fee for one year.

Rule 4. The notes shall be made payabe to the Treasurer incumbent or his successor in office and shall bear interest at the legal rate from date ofleaving College.

The Board shall receive or pass upon all applications for loans and its decisions shall be final.

The Board shall keep minutes of their meetings, subject at all times to inspection of the Association. They shall keep a true record of each loan, and make a written report one week previous to each annual meeting, which report shall be submitted to the Auditing Committee.

Section 3. Duties of Athletic Committee.—The Athletic Committee shall do all in its power to foster a spirit of pure athletics at the College, assist the College Athletic Association in any way possible and make an annual report to the Executive Committee giving a resume of the athletic activities of the year, for forwarding to the annual meeting of the Association.

Section 4. Duties of the Reception Committee.—The Reception Committee shall arrange for all social meetings, including the annual reception on the evening before commencement, and srall perform such other duties as the Association or Executive Committee shall direct. They shali make an annua report to the Association.

Section 5. Duties of the Literary Committee.—The Literary Committee shall keep in touch with the literary life of the student body during the year, especially the work of the societies, public debates, entertainments, lecture courses, literary clubs, College Journal, etc., and make a written report at the annual meeting, giving list of honors, awards, prizes, scholarships, etc. The chairman shall act as Alumni Editor of the College Journal and see that each issue contains items of interest especially to members of the Association.

Section 6. Dpties of the Campus Committee.—The Campus Committee may devise means by which the campus can be beautified, arrange for Alumni Arbor Day exercises and suggest ways and means for campus improvement.

Section 7. Duties of the Auditing Committee.—The Auditing Committee shall audit the Treasurer's accounts and those of the Board ofTrustees of Loan Fund and report to the Chairman of the Executive Committee two days previous to the annual meeting.

Section 8. Duties of the Christian Work Committee.—This committee shall keep in touch with the Christian work of the College and by their sympathy and co-operation en-

courage the efforts of the students in deepening their religious life.

ARTICLE VI.—TERMS OF OFFICE.

Section 1. Officers.—The terms of all officers shall begin at the close of the annual business meeting at which they are declared elected, and shall extend one year or until their successors are elected.

Section 2. Re-election.—Any officer may be re-elected to succeed himself, but shall not serve in the same office more than three terms in succession, except the Treasurer and Registrar, who shall be elected as often as necessary.

Section 3. Term of Office for Committeemen.—Each member of the Board of Trustees of the Loan Fund and Executive Committee shal serve three years, unless otherwise provided for.

Two members of the Executive Committee shall be elected annually, and the term of office of two of the Executive Committee shall expire at the end of each annual meeting after the one at which this constitution is adopted.

All other committees shal serve one year or until the close of the following year's annual business meeting.

Section 4. Resignations.—In event of resignation of officers or members of Loan Fund or Executive Committee, the vacancy may be filled by the Executive Committee.

ARTICLE VII.—AMENDMENTS.

Section 1. The Constitution may be amended by a majority vote of the mebers present at any regular meeting, provided said amendment is presented in writing to each member at least one month previous to said meeting.

Section 2. By-laws may be added, or suspended, at any regular meeting by a two-thirds vote.

BY-LAWS

QUORUM

1. Twenty members of the Association shall constitute a quorum for the transaction of business.

COMMITTEE QUORUM

2. Three members of the Executive Committee shall constitute a quorum to act for said committee.

Three members of the Board of Trustees of the Loan Fund shall constitute a quorum for the transaction of business.

SPECIAL MEETINGS

3. Special meetings of the Association may be called by the President, the Executive Committee concurring.

FEE

4. The annual fee for active membership shall be $2.00, payment of which will entitle a member to vote for officers nominated by the Executive Committee to serve for the ensuing year. In lieu of payment of annual fees an alumnus may, in consideration of $25.00 cash paid into the treasury, obtain a life membership, with all rights and privileges pertaing to active membership which shall be construed to include only ten years' subscription to the College Journal.

RULES OF ORDER

6. The order of business shall be as follows: (a) Call to order. (b) Roll call by classes. (c) Disposition of minutes. (d) Report of officers. (e) Report of committees. (f) Un-

finished business. (g) New business. (h) Reception of members. (i) Installation of officers. (j) Adjournment.

VOTE BY PROXY

7. A signed vote by proxy of a qualified active member shall count equally with a vote in person on any subject under consideration by the Association.

TIME OF ANNUAL MEETING

8. The annual meeting of the Association shall be held at 8:00 o'clock the evening before Commencement each year.

GUILFORD COLLEGE BULLETIN
FEBRUARY, 1918

GUILFORD COLLEGE

GUILFORD COLLEGE is in the open country, six miles west of Greensboro, and one mile from the railroad station on the line from Greensboro to Winston-Salem. The grounds comprise a tract of two hundred and ninety acres, of which thirty are given over to the campus proper. Beginning in 1837 with a single building, the college has gradually grown to its present proportions. The plant, including the endowment, is now worth nearly half a million dollars. The ten main buildings now on the campus, consisting of the four dormitories, the two buildings devoted to recitation rooms and laboratories, the Library, Gymnasium, Y. M. C. A. building and church, form an equipment for about three hundred students and provide every modern convenience for physical comfort and every facility for the prosecution of scholastic work of the highest collegiate standard. The latest building added is Cox Hall, one of the finest dormitories in the south. It accommodates about one hundred men. The two girls' dormitories are homelike and well fitted out with every comfort. The four laboratories, Physics, Chemistry, Biology, and Domestic Science, are completely equipped with up-to-date apparatus and offer unusual opportunities in scientific training for professional study or work.

Every student takes part in athletics, and such accommodations are provided for baseball, football, basketball and tennis, as would be sufficient for an institution several times the size of Guilford. Its athletic record is not surpassed by any college in the state. With its pure air, pure water and vigorous outdoor life, the college knows little of sickness.

The many student activities form a valuable educational force. Among these are the four Literary Societies, the two Christian Associations, the Bible Classes, the Science Club, the Literary Club, the Biblical Seminar, the Guilfordian Board, the Debating Council, and the Athletic and Musical organizations. The small size of the college renders it

possible for all to take part in these activities, and accordingly there is ample opportunity afforded for training in public speaking and executive management.

Guilford College is the oldest co-educational institution in the south, and through nearly a century of successful experience has proved that under proper regulation co-education is the ideal system.

To enter the Freshman Class fourteen units of credit, equivalent to a four years course in high school, are required. For students entering with conditions classes are formed by which such conditions can be removed. The college, in addition to offering the regular courses in the Arts and Sciences, has established departments in Education, Household Arts, and Music. The courses in Education will permit the graduate to secure the High School Principal's Certificate without examination. Two degrees are offered, A. B. and B. S. Guilford is listed in "Group A" by the State Department of Education.

Besides presenting the advantages offered by any other standard college, Guilford offers two others due to its size and location. Owing to its location the temptations of town life are absent and on account of its size an intimate personal contact between faculty and students is made possible. There is thus an opportunity for oversight and consultation at the most critical and formative period of life. The faculty is able to exert a direct moral influence and to hold the student to a strict accountability both in his studies and in his life outside the class room. No one is lost in the mass, for the college is enabled to carry out an educational policy which deals not with the crowd, but with the individual. Consistent and thorough work is insisted upon in all courses.

Guilford College, though founded and under the control of the Society of Friends, is non-sectarian. The high moral atmosphere and quiet yet deep religious spirit in which denominational lines are lost have most profoundly influenced all those who have come within the college walls.

The cost at Guilford is low, and if all expenses are taken into consideration, it is less than at any other college of its rank in the state. Loan funds are available at easy rates. The total cost, including tuition, room rent, board, laundry, and the various fees, varies from $160.00 to $269.00 per year.



FOUNDERS HALL

Dormitory for Young Women

Philomathean and Zatasian Society Halls

Dining Room

Built 1837
Remodeled 1908

MEMORIAL HALL

Auditorium
Museum
Chemistry Laboratory
Biology Laboratory
Domestic Science Laboratory
Executive Offices
Music Department





NEW GARDEN HALL

Dormitory for Young Women

COLLEGII GULFORDIENSIS SIGILLUM ★ SAPIENTIAM ATQUE VIRTUTEM MOLIOR 1837

THE MEETING HOUSE





THE LIBRARY

COLLEGII GUILFORDIENSIS SIGILLUM
SAPIENTIAM ATQUE VIRTUTEM MOLIOR
1837

COX HALL

Dormitory for Young Men



KING HALL

Recitation Rooms
Physics Laboratories





ARCHDALE HALL

Dormitory for Young Men



Y. M. C. A. BUILDING

Christian Association Rooms
Young Men's Society Halls



ENTRANCE GATEWAY

Philomathean

Websterian



SOCIETY HALLS

Editorial Office of the College Weekly, "The Guilfordian"

Corner of the Household Economics Laboratory



A CAMPUS VIEW





In dark jerseys: Lt. R. Joe Reddick, Miguel Marlette, Don Wakes, Benham Jones, Tom Bethea

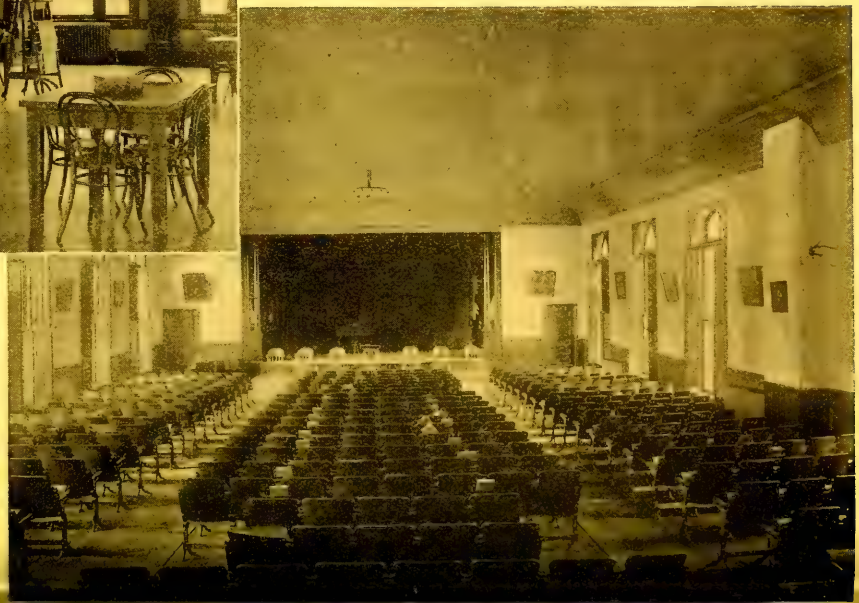
In gray jerseys: Lt. P. Hack Bellinger, [illegible], Tom Bethea, [illegible] Jimmy Wade Tomlinson, [illegible] Finch.

INTERIOR OF GYMNASIUM

Basketball Practice



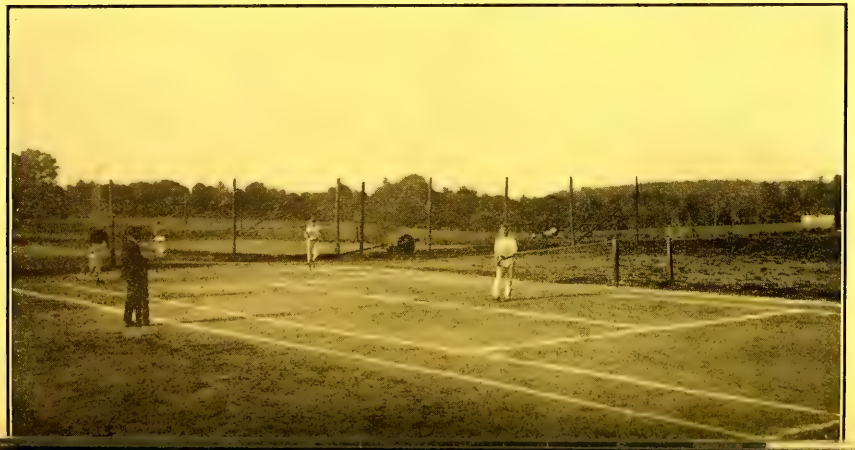
READING ROOM OF
THE LIBRARY



AUDITORIUM

CAST OF
Y. W. C. A. PLAY





FOUR OF THE
TENNIS COURTS



GUILFORD COLLEGE
BASEBALL TEAM

State Champions, 1917



GIRLS'
BASKETBALL TEAM

1917-18

GUILFORD COLLEGE BULLETIN

CATALOGUE NUMBER

1917-1918

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

1918

JULY

S	M	T	W	T	F	S
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1919

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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CALENDAR

Eighty-Second Academic Year

1918

September 3rd Beginning of the Session
Registration and Classification

September 2nd, 3rd, 4th Opportunity for Removing
Deficiencies by Re-examination

September 4th, Wednesday, 8:20 a. m. Recitations Begin

November 2nd First Quarter Ends

November 28th, 29th Thanksgiving Recess

December 7th Zatasian Oratorical Contest

December 20th, 4:00 p. m. Christmas Recess Begins

1919

January 7th, 9:15 a. m. Recitations Resumed

January 13th-18th Mid-Year Examinations

January 20th Second Term Begins

February 8th Websterian Oratorical Contest

March 8th Examinations for Removing Conditions

March 22nd Third Quarter Ends

April 21st Easter Holiday

April 26th Philomathean Oratorical Contest

May 10th Henry Clay Oratorical Contest

May 19th-24th Final Examinations

May 25th Baccalaureate Service
Sermon Before the Christian Associations

May 26th Senior Class Day
Annual Meeting of the Alumni Association

May 27th Commencement Day
Conferring of Degrees
Commencement Address

Board of Trustees

	Term expires
J. Elwood Cox, High Point, N. C.	1918
Jeremiah S. Cox, Greensboro, N. C.	1918
C. P. Frazier, Greensboro, N. C.	1919
E. C. Mendenhall, High Point, N. C.	1919
John B. Griffin, Woodland, N. C.	1920
David White, Greensboro, N. C.	1920
J. Van Lindley, Pomona, N. C.	1921
Chas. F. Tomlinson, High Point, N. C.	1921
N. C. English, Trinity, N. C.	1922
Wm. T. Parker, High Point, N. C.	1922
Henry A. White, High Point, N. C.	1923
D. Ralph Parker, High Point, N. C.	1923

David White, *Secretary*
J. Elwood Cox, *Chairman*

Advisory Committee

Appointed by the Yearly Meeting

	Term expires
Mary M. Petty, Greensboro, N. C.	1918
Gertrude W. Mendenhall, Greensboro, N. C.	1918
Bertha Cox, High Point, N. C.	1918
Mary D. Cox, High Point, N. C.	1919
Mary E. M. Davis, Guilford College, N. C.	1919
Olive W. Newlin, Guilford College, N. C.	1919
Priscilla B. Hackney, Greensboro, N. C.	1920
Roxie D. White, Guilford College, N. C.	1920
Sandia Lindley, Pomona, N. C.	1920

Standing Committees of the Trustees

Officers—N. C. English, C. F. Tomlinson, C. P. Frazier.

Literary Department—C. F. Tomlinson, David White, H. A. White.

Boarding Department—C. P. Frazier, D. Ralph Parker, E. C. Mendenhall, J. Van Lindley.

Farm—W. T. Parker, N. C. English, E. C. Mendenhall, J. Van Lindley.

Auditing and Finance—J. S. Cox, H. A. White, John B. Griffin.

Campus and Forestry—J. Van Lindley, David White, D. Ralph Parker, E. C. Mendenhall.

Lights, Water and Heat—H. A. White, J. S. Cox, W. T. Parker.

Endowment Fund—N. C. English, Chairman; J. Elwood Cox, Treasurer; J. S. Cox, C. P. Frazier, H. A. White.

Committee to Confer with Committee from Yearly Meeting—J. S. Cox, N. C. English, C. P. Frazier.

FACULTY

EXECUTIVE COMMITTEE

HOWARD HAINES BRINTON, *Chairman*
LEWIS LYNDON HOBBS ALMA T. EDWARDS

LEWIS LYNDON HOBBS, A. M., LL. D.

EDUCATION

A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS, A. M.

GREEK AND BIBLICAL LITERATURE

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek, Guilford College, since 1888.

H. LOUISA OSBORNE, A. B.

LATIN AND HISTORY

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, Summers 1888-1895, 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Assistant in Latin, Guilford College, since 1892.

HOWARD HAINES BRINTON, A. M.

MATHEMATICS

A. B., Haverford College, 1904; A. M., Haverford College, 1905; A. M., Harvard University, 1909; Mathematical Master, Pickering College, Canada, 1909-1915; Professor Mathematics, Guilford College, since 1915.

MARK BALDERSTON, A. B.

PHYSICS

A. B., Haverford College, 1912; Student Harvard University, 1912-1913; Instructor Lafayette College, 1913-1915; Professor of Physics, Guilford College, since 1915.

ALMA TAYLOR EDWARDS, A. B.

ASSISTANT IN LATIN AND MATHEMATICS

A. B., Guilford College, 1907; Bryn Mawr College, 1907-1908; Assistant in Latin and Mathematics, Guilford College, since 1914.

JENNIE WILSON PAPWORTH, B. MUS.

B. Mus., University of Illinois, 1909; Student of Music, Cleveland, Boston, New York; Student in Paris, Summer of 1904; Director of Music, Guilford College, 1905-1908; Teacher, Organist and Choir Director, St. Paul's Episcopal Church, E. Cleveland, 1910-1914; Teacher, South End Music School, Boston, 1914-1915; Piano, Guilford College, since 1915.

ELIEZER PARTINGTON, A. B.

ENGLISH

A. B., Earlham College, 1904; Teacher of English, Pacific College, Newberg, Oregon, 1904-1906; Teacher of English, Oakwood Seminary, 1906-1916; Principal Oakwood Seminary, 1914-1916; Summer School, Syracuse University, 1916; Professor of English, Guilford College, since 1916.

CARLETON BAILEY EDWARDS, A. M.

CHEMISTRY

B. S., Earlham College, 1915; Assistant in Chemistry, Earlham College, 1915-1916; A. M., Earlham College, 1917; Professor of Chemistry, Guilford College, since 1916.

WILLIAM CONRAD GUESS, A. B.

HISTORY AND ECONOMICS

A. B., University of North Carolina, 1911; Principal Bethania High School, 1911-1914; Graduate Student in History, Political Economy and Political Science, The Johns Hopkins University, 1914-1917; University Scholar, ibid., 1914-1915; Johns Hopkins Scholar, ibid., 1915-1916, 1916-1917; Professor of History and Economics, Guilford College, 1917-

J. SPEED ROGERS, M. A.

Student Hanover College, 1911-1914; A. B., University of Michigan, 1915; M. A., ibid., 1916; Research Work, 1916-1917; Teaching Assistant, Zoology, University of Michigan, 1915-1916, 1916-1917; Professor of Biology, Guilford College, since 1917.

ANNA WILKINS ROBERTS, A. B.

FRENCH

A. B., Bryn Mawr, 1915; Principal Plymouth Friends School, 1915-1917; French and German, Guilford College, since 1917.

BESSIE V. NOLES, A. B.

HOME ECONOMICS

A. B., Bessie Tift College, 1906; Teachers College Columbia University, 1915; Librarian and Instructor Bessie Tift College, 1906-1914; Teacher of Home Economics, Salem College, 1915-1917; Teacher of Home Economics, Guilford College, since 1917.

J. EDGAR WILLIAMS

HOMILETICS AND PASTORAL WORK

ROBERT S. DOAK, A. B.

PHYSICAL DIRECTOR

Undergraduate Assistants

HATTIE E. CRUTCHFIELD

MUSIC

J. WARREN MITCHELL

CHEMISTRY

DAVID H. JACKSON

CHEMISTRY

GERTRUDE D. CRONK

BIOLOGY

ELLEN T. RAIFORD

ASSISTANT IN LIBRARY

A. MARIE CLEGG

ASSISTANT IN LIBRARY

Officers of Administration

EXECUTIVE COMMITTEE

HOWARD HAINES BRINTON, *Chairman*

LEWIS LYNDON HOBBS ALMA T. EDWARDS

MARK BALDERSTON
DEAN

MAUDE L. GAINEY
TREASURER

JULIA S. WHITE
LIBRARIAN

E. EDGAR FARLOW
BUSINESS MANAGER

SARAH E. BENBOW
MATRON

ALMA T. EDWARDS
REGISTRAR

LOIS J. CLARK
SECRETARY

BURTIE E. DIX
MATRON NEW GARDEN HALL

LUELLA A. KNIGHT
MATRON BOYS' CLUB

Faculty Committees

Executive—Prof. Brinton, Dr. Hobbs, Miss Edwards.

Absences—Profs. Brinton, Balderston and Edwards, Miss Osborne, Miss Edwards.

Library—Profs. Davis, Partington, Guess, Miss Julia White, Miss Edwards.

Athletics—Profs. Balderston, Brinton, Edwards, Rogers, Doak.

Girls' Athletics—Miss Edwards, Miss Roberts, Miss Noles.

Discipline—Profs. Brinton, Balderston, Hobbs, Miss Edwards, Miss Osborne.

Social—Miss Osborne, Miss Roberts, Miss Noles, Profs. Brinton and Guess.

Credentials—Profs. Balderston, Partington, Rogers, Miss Edwards, Miss Roberts.

Publications—Profs. Brinton, Balderston, Hobbs, Miss Edwards.

Examinations—Miss Noles, Miss Roberts, Profs. Edwards and Guess.

Campus—Dr. Hobbs, Mr. Farlow, Prof. Brinton, Miss Benbow.

Debate and Lectures—Profs. Guess, Brinton and Balderston.

HISTORICAL SKETCH

New Garden Boarding School

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and nineteen years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent a short time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership—a true democracy. Accordingly we find among the Friends of our state early discussions of educational needs and a concern arose in the yearly meeting in 1833 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other states, and notably of George Howland, of New Bedford, Mass. The decision was reached to found a boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

Thus was founded New Garden Boarding School, which was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls—and it has been operated from that day forward with no interruption, even during the Civil War.

Guilford College

After fifty-two years of New Garden Boarding School there was a demand for expansion and extension of the course of study. This led to the organization of Guilford College, which was chartered by the state in 1888, with authority to confer academic degrees upon the completion of a college course.

Location

The founders of the school were careful to select a central locality, well reputed for healthfulness of climate, removed from immoral influences or distractions of any kind. A farm six and one-half miles west of Greensboro was chosen in the midst of a progressive neighborhood. The College is one mile from the railroad station, on the line from Greensboro to Winston-Salem. Here the School and College were founded in the midst of a most beautiful campus of more than thirty acres, well set in native oaks, gums and poplar trees. For nearly eighty years the institution has flourished and developed.

Material Equipment

Farm and Campus

The College property consists of two hundred and ninety acres of campus, field and woodland. The campus and athletic fields occupy about thirty acres. About half of the remainder has been cleared, most of which has been built up by a splendid system of cultivation. A fine herd of carefully selected grade Guernsey cattle is housed in a well appointed dairy barn to the east of the campus. The college table is supplied abundantly with milk and butter of the highest grade. An increasing effort is being made by the farm management to supply the major portion of the vegetables and fruits, both fresh and canned, which the college family uses during the year. The farm and dairy equipment and management are thoroughly modern in every respect and are valuable object lessons for students interested in agriculture.

The campus with its fine old oaks is the peer of any in the state. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

Founders Hall

On entering the grounds at the 1909 gateway one sees the white pillars of Founders Hall at the end of the long vista down the drive. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and

third floors equipped as a modern dormitory for girls. On the first floor are the dining room, the halls of the Philomathean and Zatasian Literary Societies, the Matron's rooms, reception rooms, book store and offices of the Guilfordian, the College Treasurer, and the Business Manager. On the second floor is a large assembly room for the Young Women's Christian Association.

Archdale Hall

This hall was erected in 1886 and was named in memory of the Quaker Governor, John Archdale. It is used as a boys' dormitory and will comfortably accommodate forty-eight young men.

Y. M. C. A. Hall

This hall was built in 1891 to accommodate the Young Men's Christian Association. Recently the interior of this building has been remodeled. The Y. M. C. A. room has been enlarged and improved. The upper floor has been made into two handsomely equipped literary society rooms, for the Websterian and Henry Clay Societies.

Memorial Hall

Benjamin N. and James B. Duke, who were educated at New Garden Boarding School, gave ten thousand dollars with which to erect a hall to accommodate the Science departments and also to supply an auditorium. This building was erected in 1897, and is named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon.

This building contains the President's office, the Dean's office, the chemistry laboratory and lecture rooms, the biology laboratory, the home economics laboratory, the music department, the auditorium, and the museum.

New Garden Hall

This building was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of the girls who desire an education, and who are willing to help themselves by doing their own work, thus lessening their expenses. The hall has every convenience of a modern home. It has rooms for forty-eight girls, besides a reception room and living rooms for the matron.

The Library

This building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in all its appointments, having a fire-proof stack room, with steel shelving, and a large vault in which are stored many valuable manuscripts of North Carolina Quaker annals. The reading room is large and well lighted and is an ideal place for study.

The Library was destroyed by fire in 1908, only about one thousand volumes being saved. The primary object in restocking the Library has been to make it most available for use, hence our facilities for reference work are especially worthy of comment. The Library is intended to be, and is well fitted to be, the workshop of the College, the center of its intellectual life.

There are now over ten thousand volumes in the Library and these are in use daily by students and persons connected with the College. A large donation has come recently, consisting of the entire library of Anna Yarnall, of Philadelphia. The reading room is well supplied with the state papers, and the best of magazines and periodicals representing general literature and the special departments.

King Hall

The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains eight large class rooms, and the Physics Laboratory.

Cox Hall

Cox Hall is a dormitory for young men. The three centre sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms, and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams. No expense has been spared to make Cox Hall artistic both inside and out and to provide it with every modern convenience.

The Church

The large meeting house was erected in 1912 to accommodate the sessions of the Yearly Meeting. It serves for the regular religious meetings of the College community.

The Gymnasium

The Gymnasium contains an excellent basketball floor 50 x 76 feet. There are two galleries giving ample room for spectators at intercollegiate contests.

Athletic Fields

The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of ground of three acres, perfectly adapted to football, soccer, baseball and track. It is surrounded by a quarter mile running track with a 100-yard straightaway.

There are ten sand-clay tennis courts on the campus, giving ample room for all to play who desire to do so.

The girls' athletic grounds are situated to the west of New Garden Hall and comprise tennis courts and a basketball field.

The Laboratories

The College possesses four laboratories: Chemistry, Physics, Biology, and Domestic Science. These laboratories, comfortably situated in large, well lighted rooms, are well equipped with modern apparatus and offer every facility for elementary or advanced work.

All the College buildings are heated with steam and lighted with electricity. The College possesses its own electric light and heating plant. The supply of pure water from a well 364 feet deep is a means of promoting good sanitary conditions. An elaborate sewage disposal plant has recently been installed. The location of the College in the Piedmont section of the state, one thousand feet above the sea, may be considered part of the material equipment.

The various material resources outlined above have been made possible by the generosity and aid of a large circle of friends of Guilford College, and everything has been done with a view to giving young women and young men a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an educational center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for their own sakes and for the sake of all those whose lives they will in any way affect.

Policy and Ideals

The founders of the College desired to establish an institution where a broad liberal culture might be secured with homelike surroundings and under religious influences. The history of the College has continuously demonstrated that these ideals have been attained to an unusual degree. An education which has for its sole object the increasing of the earning power of the student has no place at Guilford, for while this object is not lost sight of in the rigid mental training that is given and in the various professional courses which are offered, yet an earnest effort is made to combine with an increase in ability an increase in spiritual insight and a widening of the mental horizon.

Although Guilford College cannot properly be classed as a professional school, yet the College is abundantly prepared to give in its well equipped and up-to-date laboratories, thorough scientific training for advanced professional study. The immature student gains the advantage of the intimate personal oversight of the faculty such as is possible in a small college only.

In accordance with the ideals outlined above, the course is designed to include something of every important phase of human knowledge, but the requirement is also made that one subject be studied with sufficient thoroughness to make that a life work if desired.

A good many Guilford students teach and the excellent reputation which the graduates of the College have acquired in this work has been due to the

fact that it is insisted on that a student is not prepared to teach unless a thorough knowledge of the subject to be taught is gained. A sufficient number of courses in education are offered to give the student a proper professional training and satisfy all the State requirements, but these courses are not multiplied at the expense of those subjects which make a well stocked mind the greatest asset in a school room.

Thoroughness in all things and a serious effort to avoid all sham and pretense have characterized the policy of the College since the beginning.

Religious Exercises

Although under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote a positive healthy religious life.

All students are required to attend the regular meetings for worship held once a week.

The Y. M. C. A. and Y. W. C. A., in which nearly every student is enrolled, are very active organizations, and through their bi-weekly meetings, Bible

classes, mission study classes, etc., exercise a most profound and helpful influence.

Endowment

The encouragement to make still greater provision for the future which has been received from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds. From an early period the school has had assistance in a financial way; but in more recent years the donations to the endowment have been greatly augmented.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving $45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College $25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave $15,000 to the endowment, making their total donations to Guilford $25,000. Among the benefactors is Samuel Hill, who gave $5,000 in memory of his father, Nathan B. Hill, and $6,000 subsequently for improvements in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of $5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of $12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of $5,000 is in memory of Francis White, who,

in his lifetime, gave assistance and great encouragement to the work of education in North Carolina.

The Jonathan E. Cox Fund of $3,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin Fund of $1,300 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson Fund of $1,500—a scholarship fund.

The Richardson Fund of $2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of $1,000, by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of $1,000, by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of $5,000, by will of Francis T. King—for care of buildings and campus.

The Wells Fund of $1,000—scholarship fund.

The Doctor Dicia Baker Fund of $5,000, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of $500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The total sum of permanent funds—those named above, and others—is $181,392.90. The plant, including the endowment, is now worth nearly half a million dollars.

REQUIREMENTS FOR ADMISSION

Candidates for admission to the Freshman Class must have four years of high chool preparation or a full equivalent. A chief cause of failure in college work is unsatisfactory preparation, and a thorough knowledge of preparatory subjects is absolutely essential before taking up the work of the college course.

Applicants will be admitted without examination upon presentation, on or before the opening of the college year, of a Certificate of Admission from an accredited high school. Blank certificates will be furnished on application to the College and should be filled out and sent in some time during, or before, the summer vacation. It is important that this be done as early as possible as it is difficult to secure records from teachers while on their vacations. The Certificates of Admission must be filled out and signed by the Principal of the school from which the applicant comes. If two or more high schools have been attended, a certificate must be secured from each one.

Examinations will be required before credit is given for any subject which has not been properly certified.

Students coming from accredited schools, if recommended in fourteen units in which the required units are included, are given unconditional Freshman standing. Conditional Freshman standing is given to students presenting twelve units. Classes are formed

at the College by which deficiencies in preparation may be removed. A high school course taken for one school year is valued at one unit.

Students coming from other institutions must present a letter of honorable dismissal and a certificate of good moral character.

Credits allowed on credentials are in all cases conditional. A student thus admitted has only probationary standing for the first term and the period of probation may be prolonged if the work is unsatisfactory.

Preparatory Subjects Required for Entrance

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
Foreign Languages	4	units
History	1	unit
Electives	3½	units

Not less than two units will be accepted in any one language, unless presented as an elective.

For groups AI, AII and AIII four units of Latin must be presented.

Not more than three units will be accepted in History.

Students entering courses BI, BII and BIII are urged to present French or German for entrance if possible.

The electives must be selected from the following list:

Table of Subjects Accepted for Entrance

SUBJECTS	TOPICS	UNITS
English A	Grammar and Analysis	1
English B	Composition and Elementary Rhetoric	1
English C	Selections of Literature	1
Mathematics A	Algebra to Quadratics	1
Mathematics B	Advanced Algebra	½ or 1
Mathematics C	Plane Geometry, complete	1
Mathematics D	Solid Geometry	½
Mathematics E	Trigonometry	½
History A	Ancient	1
History B	Mediæval and Modern	1
History C	English	1
History D	American	1
Latin A	Grammar and Composition	1
Latin B	Cæsar, four books and Composition	1
Latin C	Cicero, four orations and Composition	1
Latin D	Virgil, four books and Composition	1
Greek A	Grammar and Composition	1
Greek B	Xenophon, four books	1
German A	Grammar and Composition	1
German B	Reading and Exercises	1
French A	Grammar and Composition	1
French B	Reading and Exercises	1
Science A	Physical Geography	½ or 1
Science B	Chemistry	1
Science C	Physics	1
Science D	Physiology	½
Science E	Botany	½ or 1
Science F	General Science	½ or 1
Civics	Civil Government	½

Applicants for admission who desire entrance credit for such vocational subjects as Agriculture, Bookkeeping, Commercial Geography, Commercial Arithmetic, Stenography and Typewriting, Mechanical Drawing and Manual Training, will receive such credit only after a special investigation has been made. A complete record of the work done must be submitted and passed upon by the committee on credentials. Not more than one unit for one subject or two units altogether will be given for subjects in this list.

Specifications Regarding Entrance Units

English A—Grammar and Analysis One Unit

Spelling, parts of speech, inflection, syntax, structure of sentences, punctuation, use of capital letters, elementary composition.

English B—Composition and Elementary Rhetoric One Unit

Choice of words and their mutual relations, paragraphing and form, different kinds of composition, including letter writing, narration, description, exposition. Abundant practice in composition, with readings from masterpieces of American Literature.

English C—Reading and Literature One Unit

REQUIRED FOR STUDY

One selection from each of the following groups:

GROUP I.—DRAMA.

Julius Caesar; Macbeth; Hamlet.

GROUP II.—POETRY.

Milton's *L'Allegro, Il Penseroso,* and either *Comus* or *Lycidas;* Tennyson's *The Coming of Arthur, The Holy Grail,* and *The Passing of Arthur;* the selections from Wordsworth, Keats and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

GROUP III.—ORATORY.

Burke's speech on *Conciliation with America;* Macaulay's speech on *Copyright,* and Lincoln's Speech at Cooper Union; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration.*

GROUP IV.—ESSAYS.

Carlyle's essay on *Burns,* with a selection from Burns' Poems; Macaulay's life of *Johnson;* Emerson's essay on *Manners.*

REQUIRED FOR READING

Two from each of the following groups:

GROUP I.—CLASSICS IN TRANSLATION.

The Old Testament, comprising at least the chief narrative episodes in *Genesis, Exodus, Joshua, Judges, Samuel, Kings* and *Daniel,* together with the books of *Ruth* and *Esther;* Homer's *Odyssey,* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad,* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Æneid.* The *Odyssey, Iliad,* and *Æneid* should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP II—SHAKSPERE.

Shakspere's *Midsummer Night's Dream; Merchant of Venice; As You Like It; Twelfth Night; The Tempest; Romeo and Juliet; King John; Richard II; Richard III; Henry V; Coriolanus; Julius Caesar; Macbeth; Hamlet.*

N. B.—The last three only if not chosen for study.

GROUP III.—PROSE FICTION.

Malory's *Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress,* Part I; Swift's *Gulliver's Travels* (*Voyages to Lilliput* and *to Brobdingnag*); Defoe's *Robinson Crusoe,* Part I; Goldsmith's *Vicar of Wakefield;* Frances Burney's *Evelina;* Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's *Castle Rackrent* or *The Absentee;* Dickens' Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell's *Cranford;* either Kingsley's *Westward Ho!* or *Hereward the Wake;* Read's *The Cloister and the Hearth;* Blackmore's *Lorna Doone;* Hughes's *Tom Brown's Schooldays;* either Stevenson's *Treasure Island,* or *Kidnapped,* or *The Master of Ballantrae;* Cooper's Novels, any one; Poe's

Selected Tales; either Hawthorne's *The House of the Seven Gables,* or *Twice Told Tales,* or *Mosses from an Old Manse;* a collection of short stories by various standard writers.

GROUP IV.—ESSAYS, BIOGRAPHY, ETC.

Either the Sir Roger de Coverley Papers or Selections from the Tatler and The Spectator (about 200 pages); Boswell's Selections from *The Life of Johnson* (about 200 pages); Franklin's *Autobiography;* either Irving's Selections from *The Sketch Book* (about 200 pages), or *The Life of Goldsmith;* Southey's *Life of Nelson;* Lamb's Selections from *The Essays of Elia* (about 100 pages); Lockhart's Selections from *The Life of Scott* (about 200 pages); Thackeray's Lectures on Swift, Addison, and Steele in *The English Humorists;* Macaulay, one of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great* or *Madame d'Arblay;* Trevelyan's Selections from *Life of Macaulay* (about 200 pages); either Ruskin's *Sesame and Lilies* or Selections (about 150 pages); Dana's *Two Years Before the Mast;* Lincoln's Selections, including at least the two *Inaugurals,* the *Speeches in Independence Hall* and at *Gettysburg,* the *Last Public Address,* and *Letter to Horace Greeley,* together with a brief memoir or estimate of Lincoln; Parkman's *The Oregon Trail;* Thoreau's *Walden;* Lowell's Selected Essays (about 150 pages); Holmes's *The Autocrat of the Breakfast Table;* Stevenson's *Inland Voyage* and *Travels with a Donkey;* Huxley's *Autobiography* and selections from *Lay Sermons,* including the addresses on *Improving Natural Knowledge, A Liberal Education,* and *A Piece of Chalk;* a collection of essays by Bacon, Lamb, DeQuincy, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP V.—POETRY.

Palgrave's *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's *The Traveler* and *The Deserted Village;* Pope's *The Rape of the Lock;* a collec-

tion of English and Scottish ballads, as, for example, some Robin Hood ballads, *The Battle of Otterburn, King Estmere, Young Biechan, Bewick and Grahame, Sir Patrick Spens,* and a selection from later ballads; Coleridge's *The Rime of the Ancient Mariner, Christobel,* and *Kubla Khan;* Byron's *Childe Harold,* Canto III or IV, and *The Prisoner of Chillon;* Scott's *The Lady of the Lake* or *Marmion;* Macaulay's *Lays of Ancient Rome, The Battle of Naseby, The Armada,* and *Ivry;* Tennyson's *The Princess* or *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—,"* and *Instans Tyrannus;* Arnold's *Sohrab and Rustum,* and *The Forsaken Merman;* selections from American poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

Mathematics

Mathematics A and B—Algebra
One and One-Half or Two Units

Covering the four fundamental operations of algebra, factoring, highest common factor and lowest common multiple, fractions, simple equations, simultaneous simple equations, involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions.

Mathematics C—Plane Geometry One Unit

Five books and numerous original exercises taken from other sources.

Mathematics D—Solid Geometry One-half Unit

With original exercises and problems.

History

In all of the following work a knowledge of historical geography is required. Not more than three units of credit in history will be accepted, the selections to be made from the following:

History A—Ancient One Unit

History of Greece to the death of Alexander, and history of Rome to the overthrow of the empire of the west, or to the death of Charlemagne.

History B—Mediæval and Modern One Unit

The general history of western Europe from the fifth century, or from the division of Charlemagne's empire to the close of the nineteenth century.

History C—English One Unit

The political and social history of England from the period of the Roman occupation to the present day.

History D—American One Unit

A general outline of United States history, including the period of discovery and settlement, the growth of the English colonies, the French and Indian wars, the revolution and the adoption of the constitution, the growth and expansion of the Union, the slavery conflict, the Civil War and reconstruction, and the recent development of the nation.

Latin

Latin A—Grammar and Composition One Unit

Pronunciation, accent, quantity, thorough drill in forms, word formation, syntax, translation of elementary Latin sentences into English, elementary exercises in Latin prose composition.

Latin B—Cæsar One Unit

First four books of Cæsar's Gallic War, thorough knowledge of its subject matter, familiarity with forms and construction, continued practice in Latin prose composition.

Latin C—Cicero One Unit

Cicero's Orations against Catiline; continued practice in prose composition.

Latin D—Virgil One Unit

Four books of Virgil's Æneid, forms and construction of poetry, hexameter verse, continued practice in prose composition.

Greek

Greek A—Grammar and Composition One Unit

The forms, inflections, and idioms of Attic prose, syntax, prose composition—one year's work.

Greek B—Xenophon One Unit

Four books of Xenophon's Anabasis, study of Greek irregular verbs, syntax, translation of Greek into English and English into Greek.

German

German A—Grammar and Composition ... One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 100 pages of texts suitable for first year work.

German B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from German into English and English into German, and about 300 pages of texts suitable for second year work, along with written exercises in prose composition.

French

French A—Grammar and Composition One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 150 pages of texts suitable for first year work.

French B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from French into English and English into French, and about 300 to 400 pages of texts suitable for second year work, along with written exercises in prose composition.

Science

Science A—Physical Geography One-half or One Unit

The knowledge obtainable from a standard school text-book on this subject, field work.

Science B—Chemistry One Unit

Including class room and laboratory work in the elements of chemistry. At least five exercises a week for one school year. A notebook should be presented.

Science C—Physics One Unit

Any standard school text-book, including class work with lecture demonstrations, problem work and simple laboratory experiments.

Science D—Physiology One-half Unit

A standard school text-book, with demonstrations and simple experiments. Special attention should be given to such practical subjects as sanitation, diet, and personal hygiene.

Science E—Botany One-half or One Unit

Any standard school text-book, recitations and laboratory or field work in general botany.

Science F—General Science ... One-half or One Unit

Any standard school text-book, recitations and laboratory work.

Civics

Civics One-half Unit

A general study of the Constitution of the United States and the organization of the executive, legislative and judicial departments of the government; the division of governmental functions between the national and state governments; and the organization and operation of the state governments.

Admission to Advanced Standing

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

Special Students

Persons of mature age who are not candidates for a degree, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared.

Regulations Regarding Re-Examinations

Opportunities for the removal of First Term conditions will be given in April and in September.

Opportunities for the removal of Second Term conditions will be given in September and in January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of two dollars will be charged against the student at the next regular re-examination period. A student who, after two opportunities, has failed to remove a condition, shall repeat the course; the repeated course taking precedence over all other courses.

A student in applying for a re-examination must inform the Dean at least two weeks before the date of examination.

Grading of Students

A student's standing is determined by daily recitations, hour examinations and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous term. The grades attained are indicated by the six letters, A, B, C, D, E and F. A indicates a grade from 95 to 100; B from 88 to 95; C from 80 to 88; D from 70 to 80; E from 50 to 70; and F below 50. The numerical grades do not appear on the reports. An E grade for the term's work indicates a failure, with the privilege of passing the course by re-examination. An F grade for the term indicates that the course must be repeated.

All serious breaches of discipline, including absences from classes in excess of the number allowed, will be recorded on the reports.

COURSE OF STUDY

The course of study includes both required and elective subjects, so combined that the student may specialize in one field and at the same time acquire that general culture and breadth of knowledge which comes from a variety of studies.

The courses are valued by the term hour which equals one recitation hour a week for a term (half year). To obtain a degree a student will be required to complete a minimum of 126 term hours.

The following outline will indicate what subjects are required and what are elective:

Curriculum

FRESHMAN YEAR

English Ia and Ib 4 hours each term
Mathematics Ia, Ib and Ic 5 hours each term

Select two of the following, of which one must be a language, and the other a language, a science or a history:

Latin I and II 4 hours each term
German A or I 4 hours each term
French A or I 4 hours each term
Greek I 4 hours each term
Chemistry I 4 hours each term
History I or II 3 hours each term

SOPHOMORE YEAR

English II 2 hours each term
History I or II 3 hours each term

Select twelve hours from the following, of which four must be in foreign language and four in science:

Latin III or IV	4 hours each term
German A or I	4 hours each term
French A or I	4 hours each term
Greek I or II	4 hours each term
Chemistry I or II	4 hours each term
Physics I	4 hours each term
Biology I	4 hours each term
Mathematics II	4 hours each term
Cookery I	3 hours each term
Housework	1 hour each term

JUNIOR YEAR

Biblical Literature	4 hours each term
Biology I	4 hours each term
Electives	8 hours each term

SENIOR YEAR

Psychology	3 hours first term
Logic	2 hours second term
Electives	13 hours first term 14 hours second term

Rules Governing Electives

In choosing electives the student must take at least three years' work in one subject known as the major subject. For the major subject the student has seven choices, each one corresponding to one of the groups outlined below. When a group is selected its requirements as outlined must be rigidly adhered to. It is better to choose a group upon entrance to the Sophomore year. This choice cannot be postponed later than entrance to the Junior year.

The program of recitations will conform to the groups and conflicts will be avoided if the student elects each study in that particular year of the college course when the outline indicates it should be taken.

Either Chemistry I or Physics I must be chosen during the Freshman and Sophomore years for the A. B. degree and both must be chosen for the B. S. degree in groups BI and BII.

For the A. B. degree a student must elect two years of either French or German and for the B. S. degree in Groups BI, BII and BIII he must have had Course A or an equivalent in both languages and Course I in either of the languages. For the B. S. degree in Group BIV the student must elect two years of a foreign language.

Degrees

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group AI, AII, or AIII, and the degree of Bachelor of Science on any student who satisfactorily completes Group BI, BII, BIII, or BIV.

Group AI—Ancient Classical

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
Livy	4	Tacitus	4
Greek	4	Greek	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
Latin	4	Latin	4
Greek	4	Greek	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4

JUNIOR

Ancient Language	4	Ancient Language	4
Biology I	4	Biology I	4
German or French	4	German or French	4
Biblical Literature	4	Biblical Literature	4

SENIOR

Psychology	3	Logic	2
Ancient Language	3	Ancient Language	3
German or French	4	German or French	4
Electives	6	Electives	7

Group AII—English Classical

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
Livy	4	Tacitus	4
German or French	4	German or French	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4
Latin	4	Latin	4

JUNIOR

English	3	English	3
Biblical Literature	4	Biblical Literature	4
Biology I	4	Biology I	4
Electives	5	Electives	5

SENIOR

Psychology	3	Logic	2
English	3	English	3
Electives	10	Electives	11

Group AIII—Political Science

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
French or German	4	French or German	4
History or Livy	3 or 4	History or Tacitus	3 or 4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4
Electives	4	Electives	4

JUNIOR

History IIIa or IV	3	History IIIb or IV	3
History V	2	History VI	2
Biology I	4	Biology I	4
Biblical Literature	4	Biblical Literature	4
Electives	3	Electives	3

SENIOR

Economics	3	Economics	3
Psychology	3	Logic	2
Sociology	2	Political Science	2
English	3	English	3
Electives	5	Electives	6

Group BI—Chemistry

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Chemistry II	4	Chemistry III	4
Physics I	4	Physics I	4

JUNIOR

Chemistry IV	4	Chemistry IV	4
Biology I	4	Biology I	4
* Electives	8	* Electives	8

SENIOR

Psychology	3	Logic	2
Biblical Literature	4	Biblical Literature	4
Chemistry or Electives	4	Electives	9
Electives	4		

* See modern language requirement, page 38.

Group BII—Mathematics and Physics

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Mathematics II	4	Mathematics II	4
Physics I	4	Physics I	4

JUNIOR

Mathematics III	4	Mathematics III	4
Biblical Literature	4	Biblical Literature	4
* Electives	8	* Electives	8

SENIOR

Mathematics IV or Physics	3	Mathematics IV or Physics	3
Psychology	3	Logic	2
Biology I	4	Biology I	4
Electives	6	Electives	7

Group BIII—Biology

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Biology I	4	Biology I	4
* Electives	4	* Electives	4

JUNIOR

Biology	4 or 5	Biology	4 or 5
Organic Chemistry	3	Organic Chemistry	3
Biblical Literature	4	Biblical Literature	4
Electives	5 or 6	Electives	5 or 6

SENIOR

Biology	4 or 5	Biology	4 or 5
Psychology	3	Logic	2
Electives	8 or 9	Electives	9 or 10

* See modern language requirement, page 38.

Group BIV—Home Economics

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
Chemistry I	4	Chemistry I	4
German, French or Latin	4	German, French or Latin	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German, French or Latin	4	German, French or Latin	4
Elementary Cookery	3	Elementary Cookery	3
Housework	1	Home Nursing	1
Chemistry VI	4	Physics VI	4

JUNIOR

Advanced Cookery	2	Advanced Cookery	2
Home Sanitation	2	House Furnishing	2
Biology I	4	Biology I	4
Biblical Literature	4	Biblical Literature	4
Electives	4	Electives	4

SENIOR

Psychology	3	Logic	2
Experimental Cookery	2	Dietetics	2
Food Industries	2	Household Management	2
Electives	9	Biology VII	3
		Electives	7

DEPARTMENTS OF INSTRUCTION

Latin

The purpose of this department is to familiarize the student first with Latin literature of the Augustan period and later with the Latin language as the vehicle of daily intercourse. Ease and accuracy in translations and a mastery of the general structure of the language are insisted upon. To accomplish this end, drills in idioms and inflections and practice in sight translations, oral and written, are frequent.

I. LIVY.—This course embraces two books of Livy. Rapid reading and sight reading in easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Three hours a week. Fall term. Freshman.

II. TACITUS.—This course embraces the Germania and Agricola. The Germania is studied for its intrinsic value as history; the Agricola is studied as history and as a biography. The Agricola of Tacitus and the Poet Archias of Cicero are studied as masterpieces in Latin literature. Three hours a week. Spring term. Freshman.

III. PROSE COMPOSITION.—Required in Freshman year of all persons in Groups AI and AII and of all persons electing Latin I and II. One hour a week.

IV. SELECTIONS FROM VIRGIL.—This course embraces Georgics I and IV, and selections from the Æneid. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrate Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Fall term.

V. SELECTIONS FROM OVID AND PROPERTIUS.—This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. Fall term.

VI. HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Spring term.

VII. CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. Spring term.

VIII. ROMAN COMEDY.—This course embraces the Captive and Trinumus of Plautus, the Phormio and Adelphoe of Terence, and is intended to give the student an idea of the fundamental qualities of Roman Comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used—two very essential elements towards a correct understanding of the literature of a people. Occasional lectures on Roman private life will be given. Three hours a week. Fall term.

IX. TRAGEDY. — This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Spring term.

Greek

I. The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II. In the second year, the third book of the Anabasis and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III. During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

French

Course A.—Course for beginners. Pronunciation, conversation, fundamentals of grammar, oral and written exercises. Reading of simple French prose.

Texts.—Bercy, "Le Français Pratique". Reading selected from: Talbot, "Le Français et sa Patrie"; Marot, "Sans Famille"; Daudet, "Le Petit Chose"; Labiche and Martin, "Le Voyage de M. Perrichon". Four hours.

Course I.—Prerequisite, Course A. Careful study of Grammar. Oral and written reproduction of selected passages of texts read. Reading of prose and poetry.

Texts.—Bruce, "Grammaire Française". Reading from: Lamertine, "Jeanne d'Arc"; Hugo, "La Chute"; Pailleron, "Le Monde où l'on s'ennuie"; Buffum, "French Short Stories". Four hours.

Course II.—Prerequisite, Course I. Phonetics, conversation, reading and writing French. The aim of this course is to give the student the ability to read, speak and write French with ease and accuracy. Two hours.

Course III.—Prerequisite, Course I. A study of French literature, with special emphasis upon the seventeenth and nineteenth centuries. Lectures conducted in French. Frequent class conferences. Reports (in French). Reading selected from such authors as Corneille, Molière, Michelet, Hugo, Gantier, Alfred de Musset, Alfred de Vigny, Balsac, Mérimée,

Maupassant, Anatole France, Rostand and Maeterlinck. Three hours.

Course IV.—Prerequisite, Course II. A detailed study of Hugo during the first semester; of Maeterlinck and Rostand during the second. Two hours.

German

Students wishing to qualify for German I may present a satisfactory certificate of their school instruction in German or pass an examination over the work required in German A.

Course A.—Course for beginners. Pronunciation and grammar; oral and written exercises; dictation; sight translation; reading of simple German prose.

Texts.—Joynes and Wesselhoeft German Lesson Grammar; Gueber, Märchen und Erzählungen; Müller and Wenkebach, Glück Auf; Storm, Immensee; Hillern, Höher als die Kirche; or equivalents. Second semester a simple prose text. Four hours a week.

Course I.—Prerequisite, Course A. Grammar and composition; oral and written reproduction of selected passages of texts read; dictation; reading of prose and poetry.

Texts.—Willkommen in Deutschland; Im Vaterland; Goethe, Hermann und Dorothea; Schiller, der Neffe als Onkel; Zschokke, der zerbrochene Krug or equivalents. Four hours a week.

Course II.—Prerequisite, Course I. Advanced grammar; oral and written summaries of texts; extensive reading of prose and poetry.

Texts.—Chosen from such authors as Schiller, Lessing, Goethe, Freytag, Kleist. Three hours a week.

Course III.—An advanced course in German literature open to those who have completed Course II.

English

English I*a* and I*b* are required of all Freshmen, English II of all Sophomores. The other courses are elective.

I*a*. This course covers the principles of elementary literary criticism. It deals with rhetorical elements and such fundamental principles of criticism as will enable the student to read intelligently and with a fair degree of appreciation. The student is expected to apply these principles in the study of selections from standard literature. Lectures, class discussion, reports. Four hours, first half year.

Text.—Painter, Elementary Guide to Literary Criticism.

I*b*. ENGLISH LITERATURE.—The second half year presents a general survey of English Literature from the Anglo-Saxon age to the present day. Class discussion, lectures, readings in class, outside readings and reports. Four hours, second half year.

Texts.—Long, English Literature; Manley, Prose and Poetry.

II. SOPHOMORE COMPOSITION.—Constant practice in the various forms of prose composition. This course also includes some practice in oral composition. In the second half year lectures on the appreciation of literature. Readings from selected authors. Two hours throughout the year.

Texts. — Slater, Freshman Rhetoric; Woolley, Handbook of Composition.

III*a*. ELIZABETHAN DRAMA.—This course is intended to acquaint the student with the drama of the age of Elizabeth. It consists of an historical survey of the drama, a study of the playwrights immediately preceding Shakespeare with respect to their influence upon him, a study of Elizabethan society and playhouses, and a few of Shakespeare's early plays. Elective. Three hours, first half year.

Text.—Neilson, Chief Elizabethan Dramatists.

III*b*. This course is a continuation of III*a*. All the plays of Shakespeare, several of which are studied critically in class. Lectures on his development as a dramatist. Elective. Three hours, second half year.

Text.—Shakespeare's plays.

IV*a*. NINETEENTH CENTURY PROSE.—During the first half year attention is given to the English prose masters of the nineteenth century, and a more or less critical examination of some of their works. Lectures, readings in class, outside readings and reports. Elective. Three hours a week, first half year. (Not given in 1918-1919.)

Text.—Alden, Readings in English Prose of the Nineteenth Century.

IV*b*. NINETEENTH CENTURY POETRY.—Lectures on the lives and works of Coleridge, Wordsworth, Shelley, Byron, Keats, Arnold, Tennyson, Browning, Rossetti, Morris and Swinburne. Lectures, class room discussions, outside readings and reports. Elective. Three hours, second half year. (Not given in 1918-1919.)

Text.—Page, British Poets of the Nineteenth Century.

V*a*. AMERICAN LITERATURE.—The purpose of this course is to give the student a general survey of American Literature from 1607 to the present day, with a more or less intensive study of representative writers of each period. Lectures, recitations, outside readings and reports. Elective. Three hours, first half year.

Texts.—Long, American Literature; Calhoun and MacAlarney, Readings in American Literature.

V*b*. TYPES OF FICTION IN THE EIGHTEENTH AND NINETEENTH CENTURIES.—Typical movements in the development of fiction writing since 1700. The English novel of manners, the historical novel, romantic and realistic tendencies, the novel of purpose, the psychological romance, and various types of the short story will be studied. Lectures, outside readings and reports. Elective. Three hours, second half year.

Text.—Hopkins and Hughes, The English Novel Before the Nineteenth Century.

Biblical Literature

BIBLICAL LITERATURE.—The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetical writings during the Fall term. The Spring term is devoted to the study of the four Gospels. Four hours a week. One year. Required of all students in their Junior or Senior year.

THE APOSTOLIC CHURCH.—In this course a study is made of the Acts and Epistles. The development of Christian thought is traced from the time of Pentecost to the end of Paul's missionary labors. Lectures, assigned readings, and reports. The class is conducted on the seminar method. Three hours. First term.

THE HISTORY OF THE CHRISTIAN CHURCH.—This course takes up in turn the epochs of the Christian Church from the close of the Apostolic period down to the end of the seventeenth century. Various historic interpretations of Christianity are studied in detail, including particularly the Greek, the Latin, the Lutheran and the Quaker conceptions. Lectures, assigned readings and reports. Seminar method. Three hours. Second term.

PASTORAL WORK.—This course covers such topics as will be helpful to prospective ministers and missionaries or other Gospel workers. The lessons presented have their central thought in the importance and ideal of Preaching and Scriptural Authority for the same. Care is given to emphasize methodical

study and preparation, also methods and manner of delivery.

Some attention is given the physical side of preaching.

Preparation of outlines on Biblical themes forms a part of the pupil's work.

GREEK NEW TESTAMENT.—This course is given to second and third year Greek students as part of the regular courses in Greek. Translation and explanation of the Greek text of selected readings from the New Testament. Four hours per week. Second half year.

Philosophy

I. PSYCHOLOGY.—See courses under Education.

II. HISTORY OF PHILOSOPHY.—This course begins with a study of Greek Philosophy with especial attention given to Plato and concludes with an outline of modern theories of idealism. Representative thinkers in each of the main systems of philosophy are reviewed, and application is made to present day problems.

The text-books used are: Weber, "History of Philosophy," and Royce, "The Spirit of Modern Philosophy." Lectures, discussions and a thesis. Senior or Junior years. Three hours. Fall term.

III. ETHICS.—In this course the trend of Christian ethics will be considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on

assigned readings, together with text-book and a theme on some phase of ethical study. Three hours. Spring term. Junior or Senior years.

IV. Logic.—Careful attention is given in this course to definitions and explanation of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

Text.—Jevon's Lessons in Logic.

Education

The courses in this department are designed to meet the requirements of the state board of examiners for those who are making preparation to teach either in the elementary or secondary schools. Students who complete the course will be enabled to receive the high school principal's certificate without further examination. Students desiring sufficient professional credits to exempt them from examination should elect twelve semester hours. Six of these should be elected during the Junior and six during the Senior year.

Education I.—History and Principles of Education. This course begins with a general history of education, given by lectures and readings, reference being made to the more comprehensive histories in the college library. It concludes with a study of some of the applications of modern educational theory and practice as worked out in country and city school systems. Occasional theses are required. This course also includes a careful study of North Carolina school law. Three hours, first half year. Junior year.

EDUCATION II.—The American High School. This course deals with the evolution, organization and administration of the American High School. Among the text-books used are: "The American High School," by Dr. J. F. Brown; "The High School Age," by Irving King; "High School and Class Management," by H. A. Hollister; and "Educational Resources of Village and Rural Communities," by J. K. Hart. School hygiene is also studied, the basis of the work being a treatise on the subject by Dr. Fletcher B. Dressler. Three hours per week, second half year. Junior year.

EDUCATION III.—Psychology. A course in general psychology seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Required of all Seniors.

Text.—James' Psychology, Briefer Course.

EDUCATION IV.—Methods of Teaching. This course begins with a direct application of psychological principles to education. James' "Talks to Teachers," and Hamilton's "Recitation," are used as text-books. By a discussion of these texts in class with special reference to method as denoted by such expressions as Induction and Deduction, Analysis and Synthesis, a posteriori and a priori knowledge, much valuable instruction is given that will be useful to those who wish to prepare themselves for teaching. The fact is never lost sight of that knowledge of the subject to be taught is an absolutely necessary prepara-

tion for successful teaching and is the fundamental factor. Three hours. Second half year.

History

I. MEDIÆVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the library and reports on special topics form an essential part of the course. Three hours a week. One year. Elective in Political Science Group in Freshman year. Required in all other groups in the Sophomore year.

II. ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as an elective in Freshman year in Political Science Group and as a requirement of Sophomores in all other groups. (Not given 1918-1919.)

III*a*. CONSTITUTIONAL HISTORY.—This is a study of the formation and development of the United States Government, with a close examination of its present form and workings. It is, therefore, a combination of history and advanced civics. A text-book is used,

but considerable reference work in the library is required, the results of which are embodied in reports at regular intervals during the term. The aim is not only to develop a knowledge of the history and workings of the government, but to stimulate an interest in current political life and its responsibilities. Three hours a week. Fall term. Required in the Political Science Group; elective in Junior or Senior year in all other groups.

III*b*. CONSTITUTIONAL HISTORY.—The nature and origin of government will be traced, together with the development of the modern states: England, France, Switzerland and Germany. This is followed by a study of the general form and working of these governments, with emphasis on the legislative, administrative and judicial functions. Reference work on the subject matter of the course and the current political and diplomatic situation in Europe is done in the library and reports made to the class. Each member of the class is required to make an independent study of some government not treated in the class and to make a report on it. Three hours a week. Spring term. Required in the Political Science Group; elective in Junior or Senior year in all other groups.

IV. AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements and developments rather than mere incidents and facts. The social, political and economic development of the United States from the Colonial period through the expansion of America into a world power will be studied. Text-books will form the basis

of the course, but broad readings, reports, lectures and discussions will form the major part of the work. Three hours a week throughout the year. Required in the Political Science Group; elective in Junior or Senior year in all other groups. (Not given in 1918-1919.)

Course IV alternates with III*a* and III*b*.

V. MODERN EUROPEAN HISTORY.—An advanced course in Modern European History from the outbreak of the French Revolution to the World War of 1914. The rise of the European world powers, their problems and ambitions, and their colonial and foreign policies will be examined. Text-book, lectures, and collateral readings. Required in Political Science Group; elective in Junior and Senior year in all other groups. Two hours a week. Fall term.

VI. AMERICAN DIPLOMACY. — A comprehensive study of American diplomacy and foreign relations from 1789 to 1917. American relations with the European powers, Latin-American diplomacy, and American diplomacy in the Orient will be studied. Text-book, lectures and collateral readings. Required in the Political Science Group; elective in Junior or Senior year in all other groups. Two hours a week. Spring term.

Economics

I. ECONOMICS.—This is a general introduction to the principles of political economy. Its purpose is to give a general understanding of current American

economic problems and of the forces underlying our industrial life, thus preparing students for more advanced study and for the duties of citizenship. The second half year is devoted largely to a more thorough study of certain phases of political economy, including money and banking, transportation, corporations and the tariff. The course consists of text-book, collateral reference work and reports based on studies of some of the practical economic problems. Three hours a week throughout the year. Junior or Senior elective.

II. SOCIOLOGY.—This course strives to explain the basis of society, the social institutions, social pathology and the remedies, and social psychology and progress. Collateral readings and the study of some current social problem is required of each member of the class. Two hours a week. Fall term. Junior or Senior elective.

III. POLITICAL SCIENCE.—An introductory consideration of the nature of the state, and the structure and province of government. The origin of the state, the form of the state, the legislative, executive and judiciary departments, federal government, party government, individualism, socialism, and the modern state, are some of the topics forming the basis of study. Text-book, collateral readings and reports. Required in the Political Science Group; elective in Junior or Senior year in all other groups. Two hours a week. Spring term.

Mathematics

I*a*. COLLEGE ALGEBRA.—This course begins with a review of the ground work of elementary algebra, and includes logarithms, progressions, undetermined coefficients, the binomial theorem for fractional and negative exponents, permutations and combinations, and a brief introduction to the theory of equations. Required of all Freshmen. Five hours. Fall term.

Text.—Fine's College Algebra.

I*b*. SOLID GEOMETRY.—Required of all Freshmen who do not present it for entrance. Three hours. Spring term.

Text.—Wentworth and Smith.

I*c*. PLANE TRIGONOMETRY.—Derivation of formulae with their application; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all Freshmen. Two hours. Spring term.

Text.—Wells' New Plane Trigonometry.

II. ANALYTIC GEOMETRY.—Discussion and construction of loci; the straight line; circle; parabola, ellipse and hyperbola; polar coordinates; transformation of coordinates; tangents; also geometry of three dimensions, including the curve in space, the plane, and quadric surfaces. Required of all students electing the Mathematics and Physics Group. Four hours throughout the year.

Text.—Smith and Gale's New Analytic Geometry.

III. DIFFERENTIAL AND INTEGRAL CALCULUS.—Differentiation and integration of algebraic and transcendental functions; areas, volumes, and surfaces; infinite series; maxima and minima; properties of curves and radius of curvature; numerous applications to geometry, physics, chemistry and engineering. Required of all students electing the Mathematics and Physics Group. Prerequisite, Mathematics II. Four hours throughout the year.

Text.—Townsend and Goodenough's First Course in Calculus.

IV. DIFFERENTIAL EQUATIONS.—The solution of ordinary and partial differential equations of the first and higher orders. Geometrical, mechanical, and physical applications. Prerequisite, Mathematics III. Three hours throughout the year.

Text.—Murray's Differential Equations.

V. SURVEYING.—Numerous field problems in the use of the chain, tape, compass, transit, and level. Stadia and plane table work. The use of the solar attachment. Resurveys. Laying out and dividing land. Profile leveling and establishing grades. Computation of areas. Correct forms of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work. Prerequisite, Mathematics Ic. Three hours. Spring term.

VI. DESCRIPTIVE ASTRONOMY.—This course deals with the main facts of Astronomy and offers an elementary explanation of the methods by which the

dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained.

A telescope, solar transit, students' spectrometer, and sextant enable the students to supplement their work with observations as required. Three hours. Fall term.

Physics

The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. One of these serves as a shop. Here also are a 6 H. P. kerosene engine, a 3¾ K. W. 110 volt D. C. generator, rotary air pump, pressure tanks, and a 14 volt 60 ampere-hour storage battery. The other room serves as a laboratory and lecture room. The lecture apparatus has been well selected to illustrate the most important phenomena of Physics. For accurate experimental work by the advanced students there are several excellent pieces of apparatus by Gaertner, a good assortment of Weston Meters, a Leeds and Northrup Potentiometer and other high grade instruments. The laboratories are piped for gas and wired for 110 volt D. C. and 14 volt storage current.

I. General Physics.—In this course the principles and phenomena of Physics are taken up in detail. In the laboratory especial attention will be paid to accuracy of observation and measurement. Prerequisite, Plane Trigonometry. Three lectures and recitations and one two-hour laboratory period each week throughout the year.

No credit will be given for less than a year's work.

Text.—Kimball, College Physics.

II. ELEMENTS OF ELECTRICITY.—This course is designed for students who desire a practical working knowledge of the fundamentals of electricity. A detailed study will be made of dynamos, motors, inductance, storage batteries, electrolysis, and problems of illumination and power distribution. Prerequisites, Physics I or an equivalent and Plane Trigonometry. Three hours throughout the year — lectures, problems, recitations, laboratory.

Text.—Timbie, Elements of Electricity.

III. MECHANICS.—The subject of mechanics is developed historically during the first term. During the second term a more detailed study is made of problems in statics, dynamics of a particle, and elementary rigid dynamics. Two hours per week throughout the year.

Text.—Cox, Mechanics.

IV. SPECIAL TOPICS IN ELECTRICITY AND MAGNETISM.—Open to students who have completed Physics I or an equivalent. This course will be more theoretical than Course II and is designed for students who are specializing in Physics. An elementary knowledge of Calculus is advantageous. One lecture and two two-hour laboratory periods each week. First half year.

VI. GENERAL PHYSICS.—Designed primarily for students in the Home Economics Course. A general survey of all the more important principles of Physics is made, with special stress on the subjects of Molecular Physics and Heat and their application to prob-

lems of ventilating and heating systems; preservation and cooking of foods, and refrigeration processes. A detailed study will be made of several of the more important labor saving devices of the household. This course is required of all Sophomores in the Home Economics Course. Four hours per week; lectures, recitations, and laboratory. Second half year.

Chemistry

The Chemistry Department is located in two large rooms and a smaller advanced laboratory in Memorial Hall, the whole furnishing satisfactory laboratory facilities for fifty students. The laboratories are supplied with water, gas, light, electricity and compressed air. Up-to-date apparatus has recently been increased materially, and all necessary requirements for accurate and efficient analyses are at hand. An exhibit of various commercial chemical products and raw materials has been started and will be enlarged. Recent chemical journals and a chemical library of over 150 volumes give a valuable working reference library. The full amount of chemistry necessary for pursuing a medical course or entering industrial chemistry is offered.

I. GENERAL CHEMISTRY.—This course consists of a thorough study of the more important elements and their compounds. The laboratory work takes up the preparation and study of the properties of the non-metallic elements and their compounds. The last four months in the laboratory are devoted to the reactions of the metals and the qualitative analysis of simple

salts. Required Sophomore year of all students electing the Chemistry Group, and Junior year of all students electing the Physics and Mathematics Group. No credit will be given for a half year's work in this course. Two lectures or recitations and two laboratory periods per week. Four hours, the entire year.

Text.—Alexander Smith, General Chemistry for Colleges.

II. QUALITATIVE ANALYSIS.—This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals. One lecture and three laboratory periods each week. Prerequisite, Chemistry I. Four hours. First term.

Texts.—A. A. Noyes, Qualitative Chemical Analysis; Julius Stieglitz, Theoretical Qualitative Analysis.

III. QUANTITATIVE ANALYSIS.—Analysis of pure salts and ores are made by gravimetric and volumetric methods. Lectures, laboratory and stoichiometric exercises. One lecture and three laboratory periods each week. Prerequisites, Chemistry I and II. Four hours. Second term.

Texts.—Moody, Morse, Quantitative Analysis.

IV. ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivatives. There will be two lectures or recitations and one laboratory period of three actual hours per week. This course is required of all students in

the Chemistry and Biology Groups and will be essential to students of medicine. Three hours all year.

Text.—Remsen, Organic Chemistry.

V. Advanced Organic Chemistry.—This is a continuation of Course III, and consists of the analysis of water, iron, steel, fertilizers, etc. Laboratory and consultation. Two hours or more throughout the year.

VI. Chemistry of Food and Nutrition.—This course comprises a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials are taken up. Lectures, laboratory work and outside reading. Prerequisite, Chemistry I. Four hours. First half year.

Text.—Sherman, Chemistry of Food and Nutrition.

In all courses in Chemistry, except Course IV, one laboratory period consists of two and one-half actual hours.

A breakage fee of $1.00, which is included in the term fee, is required of all students in the Chemistry Department.

Biology

The department of Biology, with which has been incorporated the Museum of Natural History, occupies a well lighted room on the first floor of Memorial

Hall and shares with the department of Chemistry a large lecture room in the same building. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 x 60 feet, is well equipped for all of the courses offered. The working tables provide for twenty students at one time, each student furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials and apparatus for both elementary and advanced work in histology, anatomy, cytology and embryology; of collecting apparatus and small aquaria and of a large teaching collection of biological specimens. This collection embraces a wide series of geological specimens, minerals, formations and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

The work of the department of Biology is planned for the following classes of students:

1. Those seeking as a part of a liberal education a knowledge of the concrete facts and theories of biology should take courses I*a* and I*b*, A and B.

2. Students who are preparing for subsequent work in medicine or dentistry should follow course I*a* and I*b*, with courses 4 and 9, and can take to advantage courses 2 and 3.

3. Students who are interested in agriculture will find it to their advantage to follow course I*a* and I*b*, with courses 3, 6, 5, and 5*a*.

4. Students in the department of Household Economics may take course 7 during the same semester in which they are taking I*b*, or it may be taken in a subsequent year. Students in this department will also find course 3 capable of practical application.

5. Students who intend to major in Biology or who expect the recommendation of this department for teaching Biology in high schools, should take course I*a* and I*b* as early as possible and consult with the instructor as to their subsequent work.

The length of the laboratory periods in Biology will vary somewhat according to the capability of the student. Emphasis is placed upon the work done rather than on the length of time spent in the laboratory. The work of one laboratory period, however, is planned to occupy the average student three recitation or lecture periods.

For the laboratory fees of the Biology Department, see page 101 of this catalogue.

Elementary Courses *(No prerequisite)*

BIOLOGY I.—An introduction to the principles, the subsciences and the methods of Biology. No credit will be given for either course I*a* or I*b* separately. Credit for the two terms' work, eight hours. Two lecture or quiz periods and two laboratory or field periods per week.

BIOLOGY I*a*.—The work of the first term is devoted to the study of the ecology, classification, structure, and physiology of the invertebrate animals and the cryptogamic plants.

Text.—Abbott, General Biology.

BIOLOGY I*b*.—The work of the second term deals with the higher animals and plants. For the zoological part of the course the biology of the frog is studied, including laboratory work on the anatomy, histology and embryology, field studies on the breeding habits and ecology. The plant studies of this semester deal with the structure, classification and ecology of the flowering plants. The lectures attempt to connect the laboratory and field work and to consider some of the great principles and fields of biology.

Texts.—Holmnes, The Biology of the Frog; Gray, Manual of Botany.

BIOLOGY A.—Heredity. Fall term. A series of lectures covering the general principles of heredity. In this course the various types of Mendelian inheritance will be discussed; recent theories and facts as to the mechanism of inheritance, the heredity and determination of sex and the applications of the science of Genetics will be considered. Especial emphasis will be given to the importance of heredity to society and man's interests. One lecture per week, Thursday night at seven thirty.

BIOLOGY B.—Evolution. Spring term. A series of lectures dealing with the evidences of evolution, the various theories of the methods of evolution and an examination of the evidences of these methods. The subject matter of this course considers in a popular way the general principles of Biology. One lecture per week, Thursday night at seven thirty.

Advanced Courses in Biology

(Course I*a* and I*b* or an equivalent is a prerequisite. Courses that occur in the second term may be taken with course I*b* by special arrangement.)

II. INVERTEBRATE ZOOLOGY.—Fall term. Credit five hours. The morphology, physiology, embryology and ecology of the invertebrate groups, exclusive of the insects. The laboratory work consists of the dissection of representatives of the various groups, and the study of the embryology of some of the more favorable types. An attempt is made to emphasize the comparative side of these studies. The field work consists of ecological studies and the collection and classification of the more important local invertebrates. The lectures attempt to correlate the field and laboratory work and to deal with the phylogeny and physiology of the lower animals.

III. ENTOMOLOGY.—Spring term. Credit three or five hours, as arranged. The work of this course deals with the classification, structure, ecology and life histories of the local insects. The collection and identification of a number of insects is required and the rearing of various insects in the laboratory with careful notes as to habits and life histories is a part of the course. Considerable time is spent on studying the economic importance of this group, together with means of combating and protecting

against insect attacks. The work consists of lecture, laboratory and field work. Opportunities for a certain amount of individual work and for some specialization will be given to properly qualified students.

IV. EMBRYOLOGY.—Fall term. Credit four or five hours, as arranged. A course on the descriptive embryology of the vertebrates. The lectures are comparative and human embryology will be emphasized. The laboratory work will deal primarily with the organogeny of the chick, supplemented by brief studies and comparison with other forms. Some work is given in the simpler methods of embryological technique and students will be given an opportunity to prepare their own permanent slides of chick embryos. Two lectures and two or three laboratory periods, as arranged.

V and V*a*. PLANT STUDIES. — Spring term. Course V deals with the structure, classification and physiology of the cryptogams. One lecture and one laboratory period per week. Credit two hours.

Course V*a* deals with the flowering plants, mainly from the standpoint of structure and classification, though some field work on ecological studies is attempted. Two lectures and one laboratory period per week.

These two courses may be taken together or separately. Credit is given for either course alone. It is the aim of these two courses to give the student a view of the principles of Botany and to acquaint him with our local flora.

Text.—Strausberger's Botany, for either course.

VI. VERTEBRATE ZOOLOGY.—Fall term. Credit five hours. (This course will alternate with Biology IV.) The comparative anatomy, physiology, and ecology of the vertebrate animals. The laboratory work deals with the dissection of types of the vertebrate groups, with emphasis on the comparative side. Field work on the habits and habitats of our local vertebrates is given, with considerable attention to ecological methods and to field note taking. The lectures consider the phylogny, classification and economic importance of the vertebrates.

Texts.—Pratt, Vertebrate Zoology; Parker and Halswell, Zoology, Vol. 2.

Two lectures, two laboratory and one field period.

VII. HOUSEHOLD BIOLOGY.—Spring term. Credit three hours. This course deals with the application of the principles and facts of Biology to Household Economics. The subjects considered are the physiology of the digestive system and the reaction of the digestive system to the various classes of foods, the elements of bacteriology and the application of the principles of Bacteriology to household practices and to household sanitation.

Two lectures and one laboratory period per week. It is strongly advised that the student shall have taken Chemistry VI before entering this course.

VIII. ZOOGEOGRAPHY.—Fall term. Credit two hours. The principles of animal distribution. This course considers not so much the present distribution of animals as the principles that underlie this

distribution and that have governed animal distribution in the past. The subject will in this light be studied as furnishing evidence of one of the methods of evolution.

Two lectures per week. Prerequisites, Biology I*a* and I*b*, and either Geology or Physiography.

GEOLOGY. — The principles of general geology. Three hours per week throughout two semesters. The work of the first semester deals with structural geology and earth processes, that of the second with historical geology and the study of fossil remains. Throughout the course the dynamic viewpoint of geology will be emphasized. Two lecture periods and one laboratory, field or museum period per week.

Text.—Chamberlain and Salisbury, A College Text-Book of Geology.

Home Economics

The courses in Home Economics are designed to give the students practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home or to equip them for teaching the subject. Courses in related sciences are given in connection with the work of this department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or housekeeper in a public or private institution. Among these courses are Chemistry VI, a course in food chemistry; Physics VI, a course in physics as applied to problems of the household; and Biology VII, which deals with

the physiology of the digestive system, bacteriology and sanitation.

These courses as well as a course in general chemistry are required of all students specializing in Home Economics.

The laboratory occupies a large well lighted room in Memorial Hall. It is equipped with wood and oil stoves with facilities for gas. Each student is furnished with equipment for individual work, including a desk with pastry board and drawer containing all necessary articles needed in the preparation and cooking of food. A refrigerator, a full outfit of enameled utensils, a collection of exhibits and food charts, and a complete set of silver, china and table linen are included in the equipment. The courses in laundry and home nursing are fully provided with all necessary supplies.

Connected with the laboratory is a dining room where experience in practical table service is gained.

I. ELEMENTARY COOKERY.—This course includes a general survey of the principles of cookery. The Five Food Principles are studied in detail, and practice is given in the cooking of those foods which serve best as illustrations.

Familiarity and ease in methods of handling foods and in use of utensils are aimed at. The class prepares and serves two meals. Four hours laboratory, one hour recitation per week throughout the year. Three hours credit each term. Sophomore year.

II. HOUSE WORK.—This course includes instruction in the various home duties; care of each sepa-

rate room in the house; care of the wood work, furniture, carpets, rugs, silver, china, linen, and personal clothing, including several lessons on laundering cotton, linen, woolen and silk fabrics. Two hours laboratory work per week. First half year. One hour credit. Sophomore year.

III. HOME NURSING.—This course includes instruction in emergencies that may arise in the home; in the home care of the sick; in the care of children and babies; and in the cause and prevention of contagious diseases. Two hours laboratory. One hour credit. Sophomore year.

IV. ADVANCED COOKERY.—A continuation of Elementary Cookery, with emphasis on menu making and table service. Four hours laboratory work per week, throughout the year. Two hours credit each term. Junior year.

V. HOME SANITATION.—This course includes a study of the fundamental principles of sanitation as relating to a home. It deals particularly with the following problems: Selection of site for the house; situation of the house; care of the house with special reference to plumbing, heating, lighting and ventilation; destruction of household pests. Two hours per week recitation. First half year. Two hours credit. Junior year.

VI. HOUSE CONSTRUCTION AND FURNISHING.—A study of the evolution of the house; making of plans for modern houses; convenience and use of individual rooms; finish of wood work and walls; principles of

decoration. Two hours per week of recitation. Second half year. Two hours credit. Junior year.

VII. Experimental Cookery.—This course offers opportunity for experimental work in cooking along the following lines: fuels and their comparative cost; recipe making; substitutes; the behavior of certain foods and food adjuncts under certain conditions. Four hours laboratory work per week. First half year. Two hours credit. Senior year.

VIII. Dietetics.—This course includes a study of the nutritive value of foods, with particular reference to the feeding of the individuals of different ages from childhood to old age. Balanced meals are planned and served. Four hours laboratory work per week. Second half year. Two hours credit. Senior year.

IX. Food Industries.—This course includes a study of the history of foods, their growth, manufacture, and sale; their adulteration and dangers resulting therefrom; the Pure Food Law, and its results since its enactment. Two hours recitation per week. First half year. Two hours credit. Senior year.

X. Household Management.—This course includes a discussion and study of some of the following problems: the budget and its apportionment; the income; efficiency in management; servant hire; scheduling of time; accounts. Two hours recitation per week. Second half year. Two hours credit. Senior year.

MUSIC

It will be the aim of the department to give such technical and æsthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged along those lines which will tend to cultivate the taste, develop the mind, and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

COURSES OF STUDY

Candidates for the certificate in music must have completed preparatory work equivalent to a high school course.

Course I

Pianoforte,
Theory,
History of Music,
German A or I,
English I,
History I or II.

Course II

Voice Culture,
Pianoforte (through the intermediate grade),
Theory,
History of Music,
French A or I,
German A or I,
English I.

Pianoforte

Three grades: Elementary, Intermediate, Advanced.

Special attention will be given to hand positions, the proper use and control of finger, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

Elementary Grade

Finger and wrist exercises, scales taught in contrary and parallel motion, canon form, grouping by accent or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Studies selected from: Kohler's Pianoforte Method, Kohler's Studies, Op. 50, Loschhorn, Op. 65, Burgmuller, Czerny, MacDougall, etc.

Pieces by Gurlitt, Reineck, Ganschals, Streabbog and others.

Intermediate Grade

Technical exercises continued. Scales in double thirds and sixths.

Studies by Bertini, Heller, Op. 47 and 45, Czerny, Op. 299, Bach, Loschhorn, Op. 66, Czerny's "Legato and Staccato," Sonatinas and easier Sonatas of Haydn, Mozart, Beethoven.

Mendelssohn's "Songs Without Words."

Pieces by Handel, Jensen, Godard, Grieg, Raff, Henselt, Saint Saens, Chopin, Schubert and others.

Advanced

Technical exercises of preceding grades at a more rapid tempo.

Studies of Cramer, Clementi's Gradus ad Parnassum, Bach's Well-Tempered Clavichord, Kullak's Octaves, Beethoven's Sonatas, Chopin's Etudes.

Pieces by Webber, Chopin, Schumann, Moskowski, MacDowell, Liszt, and others. Concerti by Beethoven, Mendelssohn and others.

Vocal

Careful attention will be given to correct breathing, voice placing, tone production; the use of the lips, tongue and palate with reference to distinct articulation; all tending toward the development of a natural and easy manner of singing.

Vocalises and Solfeggio; studies selected from Concone, Panofka, Marchesi, Sieber, Bordogni.

Songs of the best English and American composers, besides those of Mozart, Shubert, Schumann, Franz, Grieg.

French, German, and Italian Songs in the original text.

Arias from the Oratorios of Handel, Haydn, Mendelssohn.

Sight Singing

Public school singing will be taught in regular lessons.

Harmony

The difficulties in the study of harmony will be lessened by learning that the rules are derived from certain principles, *i. e.*, the natural tendencies in har-

monic and melodic progressions. The study will involve a thorough knowledge of musical notation, intervals, signatures, keys, formation of scales, triads of major and minor scales and their inversions. Simple four-part writing from given basses and sopranos.

Harmonies of the Seventh and their inversions, secondary harmonies of the Seventh and their inversions.

Chords of the Seventh in connection with chords of other tone degrees.

Chords of Ninth, Eleventh and Thirteenth.

Chromatic alterations of the Fundamental Harmonies, Modulations, Suspensions, Organ-Point, Passing-Notes, Passing-Chord, Harmonizing melodies.

History of Music

Music before the twelfth century.

Development of Folk Song: Troubadours, Minnesingers, Meistersingers.

Evolution of Music Forms: Choral, Oratorio, Sacred Cantata, Sonata, Symphony.

Schools of Music: The Netherlands, Flemish, Italian, French, German.

Masters of Music: Palestrina, Handel, Bach, Gluck, Haydn, Mozart, Beethoven.

Lesser Lights: Schubert, Von Weber, Spohr, Mendelssohn, Schumann, Cherubini, Wagner.

Free Classes

HARMONY AND MUSICAL HISTORY.—These classes

are open to such music students as are sufficiently advanced.

CHORUS CLASSES.—In these classes students receive training in part-singing.

Recitals

Realizing that ease and confidence in playing for others can be acquired only by experience in doing so, weekly recitals will be held, at which students will be encouraged to render their pieces in the presence of others; they will also have an opportunity of hearing the best works of different epochs interpreted with descriptive analysis.

Diplomas

Candidates for graduation in music, besides completing the prescribed course, will be required to give a finished and satisfactory public recital.

Students who are candidates for a degree may elect not more than eight hours in music to apply toward graduation, this to be taken in either the intermediate or advanced grades.

Preparatory School

In order to accommodate some of our patrons who are not in reach of good high schools we are carrying two years of preparatory work to prepare students for the Freshman class.

The following courses are taught each year:

FALL TERM		SPRING TERM	
English B	5	English B	5
English C	5	English C	5
Primary Latin	5	Primary Latin	5
Cæsar	5	Cæsar	5
Cicero	5	Virgil	5
Algebra B	5	Algebra B	5
Plane Geometry	5	Plane Geometry	5
Ancient History	5	Ancient History	5
Physiography	5	Chemistry	5

English

B. The Principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered. Abundant practice in oral and written composition, comprising letterwriting, narration, description, easy exposition and argument, extend throughout the year. Correct spelling and grammatical accuracy rigorously demanded. Frequent grammar reviews are given. Study of easy masterpieces from American literature.

ENGLISH C.—This course prepares for entrance to the Freshman class in college. The work consists of the reading and study of English classics and will follow in general the College entrance requirements in English given on pages 27-30. The aim is to develop in the student a taste for good literature. Stress is laid on style, the understanding of allusions, and the meaning of words and phrases. Frequent reports are required by means of which the student is taught to express himself clearly and grammatically.

Latin

Three years in Latin are given in the Preparatory School.

I. PRIMARY LATIN.—This is a five-hour course throughout the first year and embraces all the essentials preparatory to a study of higher Latin.

II. CÆSAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books (I-IV). Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the texts are emphasized. Five hours a week.

III. CICERO AND COMPOSITION.—This course embraces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at. Oratorical style, historical and biographical setting are considered.

IV. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. A thorough drill in syntax is given. Poetic peculiarities, and prosody are studied.

History

One year of History is required of all preparatory students. This is a course in Ancient History, including Oriental, Greek and Roman.

Mathematics

ALGEBRA B.—Involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions. Five hours throughout the year.

Text.—Wentworth and Smith.

PLANE GEOMETRY.—Prerequisite, Algebra B. Five books and numerous original exercises. Five hours throughout the year.

Text.—Wentworth and Smith.

Science

A. PHYSIOGRAPHY.—Studies of earth features, their origin, cause and importance. The course will consist of recitations and laboratory work. Several of the laboratory periods will be devoted to field trips to study local physiography at first hand, others will be devoted to work on museum material, and in making map studies and reports.

Three recitations and one laboratory period per week, first half year.

Text.—Salisbury Physiography.

B. CHEMISTRY. — An elementary preparatory course in General Chemistry. Recitations and laboratory work. Second half year.

C. ELEMENTARY PHYSICS.—This course comprises a general survey of the most important principles of Mechanics, Heat, Sound, Light, Magnetism and Electricity. There are four recitations and two two-hour periods of laboratory each week. A good working knowledge of the elements of Algebra and Plane Geometry is indispensable.

Text.—Carhart and Chute, "First Principles of Physics."

The Museum

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray and Wyandott Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, starfishes, sea urchins, crabs, etc.

Archaelogical Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia and Africa. The eggs of the guillemots from the Faroe Islands, and the gulls and auks of Labrador and Iceland, are perhaps the most rare. There are also eggs of more than thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are the most valuable.

College Organizations

Literary Societies

There are two literary societies for young men, the Henry Clay and the Websterian. They were organized in 1885 and have ever since exercised a strong and helpful influence on college affairs. These two societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into two large rooms on the second floor of the Y. M. C. A. building. These rooms have been handsomely furnished and are well equipped for every purpose, both social and literary.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The rooms occupied by these two societies are on the first floor of Founders Hall, and are beautifully and tastefully furnished.

The four societies meet every week on Friday night. Nearly every student in College belongs to one of them and all members are required to participate in the programs. Much valuable practice is gained in debate, oratory, declamation, extemporaneous speaking, the rendition of vocal and instrumental music, essay writing, and in the rules of parliamentary procedure. Each society conducts annually an oratorical contest.

During the year four formal inter-society receptions are given.

The Y. M. C. A. and Y. W. C. A.

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889, and have a membership embracing practically the entire student body. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. Joint meetings of the two associations are held Sunday mornings. The Y. M. C. A. meets in the assembly room on the lower floor of the Y. M. C. A. Building and the Y. W. C. A. has a room in Founders Hall especially devoted to its use. A number of outside activities are conducted by committees appointed from these organizations.

Bible classes are held Sunday morning which are led by upper classmen and in which a majority of the students are enrolled. Weekly mission study classes are also conducted. The Associations yearly send delegates to the interstate convention and to the Student Conferences at Blue Ridge.

Committees are appointed by the Associations to meet new students on their arrival and give them every possible assistance. The Associations publish each summer a handbook of information about the College which is especially useful to new students. The social affairs of the College are in the hands of committees appointed by the Associations which work in conjunction with the faculty social committee.

Around the Y. M. and the Y. W. C. A. the religious life of the College centers and from them radiates a

Christian influence which penetrates every phase of college activity.

The Science Club

The Joseph Moore Science Club was organized in 1906. Its object, in the words of the constitution, is "to discuss topics of general interest to the teachers and students of the science departments of the College and to cultivate a scientific spirit in this institution." The name was chosen in honor of Professor Joseph Moore, for many years the head of the Department of Natural Science.

The membership is confined to upper classmen, faculty, and resident alumni who have shown a special interest in scientific matters. Meetings are held every two weeks, at which lectures are given and current items of scientific interest discussed. The science club is instrumental in bringing to the College distinguished men of science to lecture to the college and community.

The Literary Club

The Literary Club was organized in 1907. Its object is to promote a broader literary culture in its members and to cultivate a literary spirit in the College. The membership is confined to the faculty and such students as are capable of taking part. Each year a special topic is taken up and thoroughly studied.

The Biblical Seminar

The Biblical Seminar was organized in the spring of 1910. At its meetings, which are held every two weeks, discussions take place on topics dealing with religious and social work. In recent years the negro problem, moral and religious conditions in the mill districts, and the problem of the rural church have been studied.

The Ministerial Association

The Ministerial Association was organized in the fall of 1916. Only those are eligible for membership who are pledged to devote their lives to the public ministry. The aim is to create a love and enthusiasm for this work by fellowship and mutual helpfulness.

The Debating Council

The Debating Council exercises supervision over inter-collegiate and inter-class debates. Its membership consists of the faculty committee on debates and representatives elected by the literary societies.

The Guilfordian Board

The Guilfordian Board edits and publishes "The Guilfordian," the college weekly. It consists of twelve members elected by the four literary societies. The editor-in-chief, the alumni editor, the business manager and the two faculty advisors are elected by the Board. The Board is provided with a comfortable office room in Founders Hall.

The Alumni Association

The Alumni Association is organized with the following officers: President, Virginia Ragsdale; vice-president, O. E. Mendenhall; secretary, Anna Davis MacArthur; treasurer, John B. Woosley; registrar, Julia S. White.

The Alumni Association through its committees extends aid to the College in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

The Athletic Association

The Athletic Association has general oversight of the athletic interests of the College. Each student pays an athletic fee of five dollars which makes him a member of the Association with full athletic privileges, along with the right to attend any athletic contests on the campus without further charge.

All intercollegiate athletics are under the general direction of the Athletic Director and the Faculty Committee on Athletics, working in conjunction with the Athletic Association, a student organization. The managers of the teams are elected by the Athletic Association. The Athletic Council, which decides all important questions relating to athletics and which makes the financial appropriations, is made up of the

Faculty Committee on Athletics, the Athletic Director, the officers of the Athletic Association, and the managers of the teams. There is also an Alumni Committee on Athletics.

The Athletic Director devotes all his time to the interests of this department. All students at Guilford College are expected to take part in athletics and there are very few who do not do so.

The major sports are: Track, football, basketball, baseball, and tennis, and ample facilities are provided for each of these. All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the College in any athletic contest.

No student shall become a member of any Guilford College team during the Fall Term, who registers after October 1st, nor shall any student become a member of a team during the spring term who registers after February 1st.

No student shall participate in any athletic contest who fails to pass at least eight hours of the work of the quarter previous to that in which the contest occurs.

No student shall be eligible for any athletic team who shall have been a member of any of the professional or league teams named in the classes A, B, C, and D in the publication of the National Baseball Commission.

Publications

The Guilford College Bulletin is issued by the College four times a year. Included under this are The Catalogue, The Alumni Bulletin, and various announcements and reports. These bulletins will be sent free of charge to anyone on request.

The Guilfordian is published weekly by a board of editors elected by the four literary societies. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the College find it a valuable means of keeping informed as to what is going on at the College. The subscription price is $1.00 per year. Address all subscriptions to the business manager.

The Quaker is published at irregular intervals of one to two years by the Senior Class. It serves as a class book and also as a complete record in the form of pictures, poems, and sketches of the various student activities of the College.

The Y. M. C. A. Year Book is published during the summer by the Y. M. C. A. It contains all the information about the College affairs useful to new men.

SCHOLARSHIPS, PRIZES AND HONORS

Scholarships

Haverford and Bryn Mawr Colleges each offer annually to Guilford College a scholarship. In selecting members of the Senior class to whom shall be awarded these scholarships great weight is given to rank in scholarship, but general excellence of character and promise of future usefulness in society are also taken into account and form part of the grounds upon which candidates for these scholarships are chosen.

Bryn Mawr

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of $400.00. The candidate is selected according to the statement above and must have been a student at Guilford College at least two years.

Haverford

Haverford College offers annually to the young man of the graduating class whom the faculty shall recommend a scholarship of $300.00. The selection is made on the basis explained and no one will be considered eligible who has not been a student at Guilford College at least two years.

Bible Teachers Training School Fellowship

The Bible Teachers Training School, of New York City, offers a Fellowship in their School of Theology, to be awarded each year upon recommendation of the faculty of Guilford College, to a member of their graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The Fellowship provides board, room and tuition and $50.00 for the student's incidental expenses. It may be held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

Marvin Hardin

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship, the same to be awarded to the Sophomore making the best average in the Sophomore studies, said amount to be available in the spring of the Senior year, and only upon the condition that the student winning the money remain at Guilford during the Junior and Senior years.

High School Scholarships

The Board of Trustees has established tuition scholarships in several high schools of the state. The appointee must be the student, qualified to enter the Freshman class, who has made the highest grades. The appointment is for one year. High schools desiring such scholarships to be placed with them should make application to the College. Only high schools whose standard of work is well established will be awarded such scholarships.

Prizes

Literary Society Prizes in Oratory

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each awards an orator's prize. This prize is awarded at an oratorical contest which is held by each society some time during the year.

Literary Society Prizes for Improvement

Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

Freshman Prize

The Class of 1905 established a prize to be awarded annually to the member of the Freshman class who delivers the best declamation at a contest held near the close of the year.

Declamation Prizes for High Schools

Each year there is held at the College a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two medals are awarded, one to the successful young man and the other to the successful young woman.

These contests are conducted by the College literary societies in order to stimulate literary society work in the high schools.

Honors

Members of the Freshman and of the Sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent. in any subject, shall be entitled to "Honors."

Members of the Junior class who receive an average grade of 95 per cent. in their major work and do not receive a grade below 90 per cent. in any subject, shall be entitled to "Special Honors."

Those members of the Senior class who have received "Special Honors" in their Junior year, and whose average grade in the Senior year does not fall below 95 per cent., shall be entitled to "Highest Honors."

DISCIPLINE

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great pains is taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student shows little or no inclination to study, or if he fails to co-operate with the faculty in maintaining good order or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardian will be informed of the facts and unless amendment be promptly made, he will be dismissed, or his parents requested to withdraw him.

Students not members of the Senior or Junior classes wishing to go to Greensboro or to any place at a distance from the College, must obtain permission from the proper authorities.

The reading of pernicious literature, hazing in any form, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, are considered grave offenses, and treated accordingly.

The effect of tobacco on the minds of the young is so injurious that the College takes all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in using it elsewhere, their standing will thereby be lowered and so entered upon their records.

EXPENSES

The necessary expenses at Guilford College have been reduced to the lowest point possible. Board is furnished at cost.

Charges to Boarding Students

Tuition	$ 60.00
Registration	10.00
Laundry	12.00
Library	2.00
Room Rent, Cox Hall	45.00
Room Rent, Archdale Hall	30.00
Room Rent, Founders Hall, second floor	40.00
Room Rent, Founders Hall, third floor	30.00
Room Rent, New Garden Hall	30.00
Room Rent in Cottages	18.00
Board in Founders Hall	144.00
Board in New Garden (estimated)	54.00
Board in Boys' Club (estimated)	100.00
Fee for cooking and fuel in Boys' Club	22.50
* Athletic fee (boys)	5.00
* Athletic fee (girls)	2.50

Charges to Day Students

Tuition	$ 60.00
Registration	10.00
Library	2.00
* Athletic fee (boys)	5.00
* Athletic fee (girls)	2.50

* This fee is required of all students and admits them free of charge to all college athletic contests held on the campus.

Summary of Entire Cost

Room in Cox Hall, Board in Founders	$278.00
Room in Archdale, Board in Founders	263.00
Room in Founders, Board in Founders	270.50
	or 260.50
Room in New Garden, Board in New Garden	158.50
Room in Archdale, Board in Club	241.50
Room in Cottages, Board in Club	229.50

For students who take two lessons per week in music the cost of the music and one college course will be $65.00 per year, music and two college courses will be $85.00 per year, and music and three or four college courses will be $105.00 per year.

The registration fee, the athletic fee and the library fee are due when the student registers. The other regular charges are divided as evenly as possible into four equal payments, due at the beginning and at the middle of each term.

No student shall be admitted to any course except upon presenting to the professor a card signed by the treasurer.

No student shall be admitted to any laboratory course except upon presenting to the professor a receipt for the laboratory fees.

The board bill at New Garden Hall and at the Boys' Club must be paid in advance monthly.

The College maintains a book store where all necessary books and stationery may be purchased for cash.

A graduation fee of $5.00 is charged at the close of the college course.

In case of illness requiring a physician, the student is charged for medical attention and nursing.

Students will be charged from the time of entering until the close of the term. In case a student is absent from College on account of protracted sickness of ten days or more a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause, or be expelled or suspended, he will forfeit the money advanced.

No reduction will be made at the opening of a term for less than a month's absence.

All communications relating to financial matters should be addressed to the Treasurer.

Laboratory Fees

The foregoing statements do not include certain laboratory fees which are due in the first payment of each term.

Chemistry A or VI	$4.00
Chemistry IV	6.00
Other courses in Chemistry	7.50
Biology Ia, Ib, II, III, IV, VI	5.00
Biology VII	4.00
Biology V, Va	2.50
Physiography and Geology	2.50
Astronomy	1.00
Surveying	1.00
Physics	5.00
Cookery	5.00

Cost of Instruction in Music

Piano, two lessons per week, per term	$20.00
Vocal lessons, two lessons per week, per term	20.00
One lesson a week, in either Vocal or Piano	12.50

Use of Piano for practice, one period daily, per term ..	2.50
Each additional period, per term	2.00
Sight Singing, once a week in class, per term	5.00
Certificate for graduation in Music	2.00

Club Rates for Boarding Young Men

To meet the demands for less expensive living while gaining an education arrangements have been made by which young men can board at a minimum expense. A dining hall and kitchen have been prepared for this purpose and extra cottages for dormitories. The rooms are furnished with stoves, bedsteads, mattresses, chairs, table and electric lights.

The charge is $20.25 per term for each student, and this fee covers room rent, and wages of a cook in charge of dining room and kitchen, fuel, lights, and use of bath. Each boy must keep his room in good condition. By special arrangements with the management of the Club, provisions may be furnished from home and their market value received in credit. The cost of this method of boarding is pro-rated and the average for this year has been about $10.00 per month. This must be paid in advance each month.

Students who board in this way live well and have the same advantages and privileges about the College and are under the same regulations as those who board in the College.

If young men wish to board in the Club and room in Archdale Hall, where better accommodations are furnished, the charge for room rent and cooking will be $26.25 per term for each student instead of $20.25.

New Garden Hall for Young Women

This hall will accommodate forty-eight girls and is a most excellent hall of residence. Girls are admitted here on the following terms: Each girl agrees to perform her allotted part of the household duties and pay to the treasurer of the College $15.00 per term for room rent, and to the matron of New Garden Hall the actual cost of board in advance. By special arrangements provisions may be furnished at market prices. In this way the board will be furnished for about $6.00 per month for each girl. Girls in this hall may do their own laundry work. If this work is sent to the College laundry, the cost will be $12.00 per year.

Loan Funds

The College is in possession of several funds, the income from which is loaned deserving students. Students who use these funds sign a note which does not bear interest until date of leaving college. The signature of some other responsible person is required. It is not customary to loan more than the amount of the tuition. Three of these funds are: The Miles White Fund, The Philadelphia Fund, and the Richardson Fund, the combined income from which is about $1,200.00 annually. The College Loan Fund consists of the gradual accumulation from payments of former loans. A loan fund has also been created by the Alumni Association.

Ministerial Students

Students who are preparing for the ministry receive free tuition. Such students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a missionary field. Otherwise the note will be in full force and will draw interest.

Self Help

Guilford offers many opportunities for self help. It is the aim of the College that no one shall be turned away for lack of means. Many students at the College are now paying a large part of their expenses either by earning or by borrowing money. Some students secure positions as waiters or janitors, while others work on the campus or farm. The opportunity to devote all of one's time to study is, however, worth considerable financial sacrifice and students are not encouraged to do other work unless it is necessary.

Rooms

No extra charge is made for light and heat in the dormitories. All rooms are fitted up with electric lights.

The rooms are comfortably furnished with bed room furniture—single beds with mattresses. The students furnish pillows, linen and all covering for their beds; also soap, towels and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his

intention in writing before May 15th. Vacant rooms will be assigned in order of application.

Except a few single rooms in Founders, all are furnished for two students each.

A student may elect to occupy a double room alone. When this is possible, it will be allowed, but the charge will be one-half the regular room rent extra.

Young men who room in Cox Hall must take their meals in Founders Hall.

By special permission students of mature years may board and room outside the College buildings, but such permission gives them no exemption from the regular study hours, attendance at chapel, church services and lectures.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

The matron has general oversight of all the household arrangements in all the dormitories, and much care is taken to look after the health and comfort of the students, but each occupant is held responsible for the condition of his room. All rooms will be inspected periodically. Any misappropriation or defacement of furniture or fixtures or any damage to the building will be charged to the occupants of the room where such damage occurs. This includes damage to the walls incurred by driving in tacks or nails. Pictures must be hung on the picture moulding provided for the purpose.

Tampering with the electric lights creates danger of fire, and is therefore forbidden. No student is allowed to use a lamp of higher candle power than 25-watt Mazda.

GENERAL INFORMATION

Students are met at the Guilford College station, on the railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station a moderate charge will be made to students, members of the faculty, or visitors.

On arriving at the College at the beginning of the term, young men should go to the governor's office in the centre section of Cox Hall and make arrangements for occupying the room which has been assigned to them. Young women should see either the governess at Founders Hall or the matron at New Garden. Students should then go to the Dean's office in Memorial Hall and be properly registered and classified.

The next step is to go to the Treasurer's office in the west end of Founders Hall. The first payment on all charges is due at the beginning of the term and no student is fully matriculated until his card has been signed by the Treasurer, thus indicating that satisfactory financial arrangements have been made.

Students sustain a great loss who are not present at the opening of the term.

Every article of clothing must be plainly marked with the full name of the owner in indelible ink.

Telegraph and express offices are established at Guilford College station. The College has telephone connection with all points both on the local and long distance line.

The College postoffice is "Guilford College, North Carolina," and all mail should be so addressed.

PUBLIC LECTURES AND MEETINGS
1916-1917

Gov. Thomas W. Bickett—*Issues of the Campaign* Oct. 21, 1916
Judge W. P. Bynum—*The Republican Platform* . Oct. 24, 1916
Hon. Robert N. Page—*Wilson Day Address* Oct. 28, 1916
Bishop Edward Rondthaler—*America and How to Save Her* Nov. 11, 1916
W. H. Morgan—*War Prisoners in Europe* Nov. 12, 1916
Glee Club Recital Nov. 18, 1916
John L. Alexander—*Student Ideals* Nov. 20, 1916
Y. W. C. A. Play Nov. 25, 1916
Dr. F. N. Seely—*Sex Hygiene* Nov. 24, 1916
Freshman-Sophomore Debate Dec. 16, 1916
Christmas Musical Service Dec. 17, 1916
Musical Recital Dec. 20, 1916
W. C. George—*The Spirit of Nationalism in American Poetry* Jan. 6, 1917
John Spargo—*The Meaning of Socialism* Jan. 22, 1917
Dr. J. J. Hall—*Life, Its Meaning* Jan. 27, 1917
Guilford–State College Debate Feb. 17, 1917
Collier Cobb—*Let the Wind Do the Work* Feb. 28, 1917
C. E. Tebbetts—*Some Problems in the Present World's Crisis* March 3, 1917
Dr. Erdman—*The Need in Korea* March 12, 1917
Albert Sheppard—*The Rural Church* March 19, 1917
Freshman Declamation Contest March 24, 1917
High School Declamation Contest for Girls ... March 31, 1917
R. N. Wilson—*Bill's School and Mine* April 11, 1917
High School Declamation Contest for Boys ... April 14, 1917
Philomathean Oratorical Contest April 20, 1917
Meeting of Y. W. C. A. President's Council April 28, 1917
Dr. Maurice T. Babb—*Mathematical Curiosities* April 30, 1917
Henry Clay Oratorical Contest May 5, 1917
Zatasian Oratorical Contest May 12, 1917
Music Recital May 16, 1917
Websterian Oratorical Contest May 19, 1917
Music Recital May 26, 1917
Willard O. Trueblood—*Baccalaureate Sermon* .. May 27, 1917
J. Clyde Turner—*Address to Christian Associations* May 27, 1917
Rufus M. Jones—*Commencement Address* May 29, 1917

DEGREES, PRIZES AND HONORS

1916-1917

Degrees

The following degrees were conferred on commencement day, May 29th, 1917:

Bachelor of Arts

Hazel Graham Armstrong
John Henry Beeson
Edwin Blaine Carroll
Lovella Ruth Coble
Lillene Oma Gray
Maude Elizabeth Lassiter
Sallie Rachel McGehee
Jesse Betts Stanley
Ethel Maie Speas
Mary Ina Shamburger
Lyndon Everett Stuart
Grace Pemberton Taylor
Itimous Thaddeus Valentine

Bachelor of Science

Jesse Philip Garner
Ezra Alexander Moore
Rhesa Lancaster Newlin

Certificate in Piano Music

Harriet Eugenia Crutchfield

Scholarships

Bryn Mawr Scholarship Mary Ina Shamburger
Haverford Scholarship Jesse Philip Garner
Marvin Hardin Scholarship D. D. Shields Cameron
Websterian Orator's Prize Robert Frazier
Henry Clay Orator's Prize Joseph Dixon White
Philomathean Orator's Prize Gladys Fithian Faircloth
Zatasian Orator's Prize Eula Eugenia Hockett
Websterian Improvement Prize Robert Shelton White
Henry Clay Improvement Prize Everette A. Braxton

Philomathean Improvement Prize Anna Maie Henley
Zatasian Improvement Prize Vanner Emma Neece
Freshman Declamation Prize Dovie May Hayworth
High School Declamation Prizes—
For Young Men Everette Lewis Hollady, Pomona
For Young Women Treva Ward, Jamestown

Honors

Freshman Honors Gertrude Smitherman
Junior Special Honors Ruth and Leah Stanley

STUDENTS

Students who will be unable to finish with their class without taking some extra work are designated by an asterisk (*).

SENIORS

Brown, Deborah Mary Woodland, N. C.
Clegg, Agnes Marie Guilford College, N. C.
Cronk, Gertrude Darden Pickering, Ontario, Canada.
Fort, Elbert William Fork, S. C.
Grissom, Lawrence Greensboro, N. C.
Hinshaw, Ira Randleman, N. C.
Jackson, David Houghton Guilford, N. C.
Jones, John Benbow Winston-Salem, N. C.
Lewallen, Beatrice Asheboro, N. C.
Mitchell, James Warren Reidsville, N. C.
Morris, Addie Irene Kernersville, N. C.
Moton, Totten Zella Fallston, N. C.
Pike, Bernice Elizabeth Liberty, N. C.
Raiford, Ellen Tabitha Ivor, Va.
Reddick, Joseph Gray Trinity, N. C.
Smith, Anderson Jones Black Creek, N. C.
Smith, Samuel Clement Guilford College, N. C.
Stanley, Leah Ellen Guilford College, N. C.
Stanley, Ruth Rebecca Guilford College, N. C.
Sutton, Chester McKinley Summerfield, N. C.

JUNIORS

Bird, Georgianna Marie Thomasville, N. C.
Cameron, Daniel David Shields Southern Pines, N. C.
*Clodfelter, Vira Thomasville, N. C.
Coltrane, Ruth Sophia, N. C.
Fitzgerald, Paul Vincent Pelham, N. C.
Hobbs, Gertrude Mendenhall Guilford College, N. C.
Hockett, Eula Eugenia Pleasant Garden, N. C.
Macon, Clarence Monroe Climax, N. C.
Patterson, Hobart McKinley Burlington, N. C.
Shelton, Charles Burton Pilot Mountain, N. C.
Smith, Katherine Brittain Summerfield, N. C.
White, John Gurney Guilford College, N. C.
White, Joseph Dixon Guilford College, N. C.
*Williard, Hervie Nicola High Point, N. C.

SOPHOMORES

Babb, Emerson Macaulay Ivor, Va.
Barrett, Leslie Howard Scott City, Kan.
Blair, Clara High Point, N. C.
Bulla, Robert Chapman Randleman, N. C.
Campbell, Katherine Albany, Ala.
*Casey, Luby Randolph Goldsboro, N. C.
Chilton, Alma Danbury, N. C.
*Clegg, Elsie May Guilford College, N. C.
Cloud, Thelma Melinnie Ivor, Va.
Coble, Mary Eleanora Guilford College, N. C.
*Doughton, Joseph Edwards Guilford College, N. C.
Faircloth, Gladys Fithian Sedley, Va.
*Farlow, Clara Barton Guilford College, N. C.
*Finch, Wray Edward Guilford College, N. C.
Fox, Norman Albright Guilford College, N. C.
* Grantham, Eleanor Guilford College, N. C.
*Groome, Robert Gladstone Greensboro, N. C.
Hayworth, Vivian McGee Greensboro, N. C.
Henley, Anna Maie Guilford College, N. C.
Hubbard, Julius Cicero Wilkesboro, N. C.
*Johnson, Harry Lester Siler City, N. C.
Lindley, Genevieve Snow Camp, N. C.
Lineberry, Richard Arthur Siler City, N. C.
*McBane, Donna Alice Saxapahaw, N. C.
McBane, Vera Joy Snow Camp, N. C.
McCracken, Ada Lea Guilford College, N. C.
McCracken, Frances Willard Guilford College, N. C.
*Marlette, Nigal Hurley Saxapahaw, N. C.
*Moore, Dora Siler City, N. C.
Moore, Frances Willard Dudley, N. C.
*Moore, Hugh Watson Dudley, N. C.
*Neece, Vanner Emma Climax, N. C.
Newlin, Inman Algia Snow Camp, N. C.
Raiford, Okie Irene Ivor, Va.
Reece, Annie Juanita Liberty, N. C.
Stanley, Harry Ruffin Marion, Ill.
* Townsend, Paul Wilson Reidsville, N. C.
Tremain, Rawleigh Lewis Brown Summit, N. C.
White, David Jordan Belvidere, N. C.
*Zachary, Jonathan Thompson Snow Camp, N. C.

FRESHMEN

Boren, Richard Pomona, N. C.
Brooks, Richard Henry Mt. Vernon Springs, N. C.
Bryant, George Arthur Mayodan, N. C.
Bulla, Frances Willard Randleman, N. C.
Coble, Madge Albright Liberty, N. C.
Dixon, Mary Murchison Elkin, N. C.
*Doggett, Banks Chandler Brown Summit, N. C.
*Dorsett, John Dewey Siler City, N. C.
Farlow, Loula Blanche Randleman, N. C.
Farlow, Ralph Kelsey Guilford College, N. C.
Freeman, Tracy Roy Steeds, N. C.
Gilbreath, James Hal Kenly, N. C.
Henley, Marvin J. Guilford College, N. C.
Hodgin, Carrie Mae Guilford College, N. C.
Hollady, Edward Lewis Greensboro, N. C.
Hollady, Everett Lewis Guilford College, N. C.
Holt, James Oscar Greensboro, N. C.
Lane, Rollo Alvah Belvidere, N. C.
McVey, Elma Blanche Snow Camp, N. C.
McVey, Minna Josephine Snow Camp, N. C.
Marshburn, Alice Carlene Guilford College, N. C.
Martin, Florence Nightingale East Bend, N. C.
*Mendenhall, Mary Elizabeth Asheboro, N. C.
Newlin, James Curtis Saxapahaw, N. C.
Ogburn, Roger Wendell Kernersville, N. C.
Pate, Esther Goldsboro, N. C.
*Pickett, Lydia Liberty, N. C.
Price, Mary McCabe Stoneville, N. C.
Raiford, Herman Clyde Ivor, Va.
Raiford, Lulu Jackson Ivor, Va.
Raiford, Mary Louisa Ivor, Va.
Robinson, Madge Summerfield, N. C.
*Shamburger, Anne Christine Star, N. C.
Smith, George Ernest Kernersville, N. C.
Stanfield, Andrew Clephus Brown Summit, N. C.
Stewart, Esther Thomas Laurinburg, N. C.
*Stone, Grace Elizabeth Thomasville, N. C.
*Walser, Donald Addison Lexington, N. C.
*White, Berry Lee Belvidere, N. C.
*White, James Hugh Belvidere, N. C.

FRESHMEN—Continued

*White, Fernando Murray Belvidere, N. C.
Williams, Hiette Holmes East Bend, N. C.
Williams, Lyle Lyndon East Bend, N. C.
Williams, Marjorie Guilford College, N. C.
Williamson, Lillie Salemburg, N. C.
Zachary, Cora Alta Snow Camp, N. C.

SPECIAL STUDENTS

Gentry, Byron Wilson Mount Airy, N. C.
Highfill, Fern Kernersville, N. C.
Hodgin, Emma Tela Greensboro, N. C.
Kendall, Milton Dewey Guilford, N. C.
McCracken, Clara Louise Guilford College, N. C.
McCracken, Wendell Guilford College, N. C.
Thrift, Ottis Wingfield High Point, N. C.

SPECIAL MUSIC STUDENTS

Burke, Tama Goldston, N. C.
Caudle, Martha Charlotte Liberty, N. C.
Edgerton, Eva Goldsboro, N. C.
Edgerton, Henrietta Guilford College, N. C.
Frazier, Gracette Guilford College, N. C.
Lindley, Ruth Guilford College, N. C.
Mackie, Florence Guilford College, N. C.
Mackie, Geneva Guilford College, N. C.
Reynolds, Edith Guilford College, N. C.
Roberts, Edith Moorestown, N. J.

PREPARATORY DEPARTMENT

Anderson, Thomas Dewey Denton, N. C.
Ballinger, Harry Guilford College, N. C.
Barnard, James Anthony Asheville, N. C.
Barrett, Wilfred Elmer Scott City, Kan.
Brown, Otis Mack Winston-Salem, N. C.
Burton, Charles Frederick Reidsville, N. C.
Cabrera, Pedro Banes Oriento, Cuba.
Carter, Randolph Grandin, N. C.
Cooper, William Haywood, Jr. Laurinburg, N. C.

PREPARATORY DEPARTMENT—Continued

Cordero, José Cardenas, Cuba.
Cox, William Thomas Goldsboro, N. C.
Dalton, Wallace Winston-Salem, N. C.
DeLancey, Thessie Proximity, N. C.
Dixon, Julia Ann Greensboro, N. C.
Dye, Zillman Wesley Wentworth, N. C.
Edgerton, Clara Belle Houstonville, N. C.
Finch, Doak Trinity, N. C.
Finch, George Davis Trinity, N. C.
Lindley, Lulu Ethel Siler City, N. C.
McFarland, Earl High Point, N. C.
Newbold, Lucullus Merrick Hertford, N. C.
Newbold, Thomas Shelton Hertford, N. C.
Pennington, William Jackson Greensboro, N. C.
Pickett, Parks Wreitzel Liberty, N. C.
Price, John Hampton Stoneville, N. C.
Rayle, Elsie High Point, N. C.
Rayle, Hattie Louise Colfax, N. C.
Rudd, William Lee Corbett, N. C.
Seal, Una Ovella Greensboro, N. C.
Short, Walter Alonzo Greensboro, N. C.
Smith, Craven Wentworth, N. C.
Smith, Dewey Odell Winston-Salem, N. C.
Smith, Ava Iola Goldsboro, N. C.
Smithdeal, Glen Alexander Advance, N. C.
Stafford, Raymond Greensboro, N. C.
Stone, William Haywood Greensboro, N. C.
Straughn, William John Siler City, N. C.
Taylor, Joseph John Danbury, N. C.
Taylor, Joseph Dorsett, Jr. Asheville, N. C.
Tomlinson, Naomi Elwood Thomasville, N. C.
Towe, Edgar Boothe Chapanoke, N. C.
White, Myrta Elizabeth Belvidere, N. C.
Wilson, Jesse Meadow Hertford, N. C.
Winslow, Herman Rowlings Hertford, N. C.
Worth, Rubie Katherine Pfafftown, N. C.

MUSIC STUDENTS

Blair, Clara High Point, N. C.
Bulla, Frances Willard Randleman, N. C.
Burke, Tama Goldston, N. C.
Casey, Luby Randolph Goldsboro, N. C.
Caudle, Martha Charlotte Liberty, N. C.
Cloud, Thelma Melinnie Ivor, Va.
Dixon, Julia Ann Greensboro, N. C.
Edgerton, Clara Belle Houstonville, N. C.
Edgerton, Eva Goldsboro, N. C.
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Mackie, Geneva Guilford College, N. C.
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Rayle, Elsie High Point, N. C.
Reece, Annie Juanita Liberty, N. C.
Reynolds, Edith Guilford College, N. C.
Roberts, Edith Moorestown, N. J.
Taylor, J. John Danbury, N. C.
Tomlinson, Naomi Elwood Thomasville, N. C.

INDEX

Admission
 By Certificate 23
 Table of Subjects Accepted 25
 To Advanced Standing .. 34
Alumni Association 91
Astronomy 60
Athletics
 Association 91
 Eligibility Rules 92
 Fields 17

Biblical Literature, Courses in 51
Biblical Seminar 90
Biology, Description of Courses 65
Board, Cost of 99
Botany
 Description of Courses .. 70
 Requirements for Admission in 33
Buildings
 Archdale 14
 Cox Hall 16
 Church 17
 Founders Hall 13
 Gymnasium 17
 King Hall 16
 Library 15
 Memorial Hall 14
 New Garden Hall 15
 Y. M. C. A. 14

Calendar 3
Chemistry
 Description of Courses .. 63
 Preparatory Courses 84
 Requirements for Admission 33
Church History 51
Civics, Admission Requirements in 33
Club Rates for Board 102

Committees
 Advisory 4
 Faculty 10
 Trustees 5
Courses of Study 36
Curriculum 36

Debating Council 90
Degrees 38
 Awarded in 1916-17 108
Dietetics 75
Discipline 98
Domestic Science 72
Dormitories 13-16

Economics, Courses in 57
Education, Courses in 53
Embryology 70
Endowment 21
English
 Description of Courses .. 48
 Preparatory Courses in . 81
 Requirements for Admission in 27
Entomology 69
Entrance Units, Specifications 27
Equipment 13
Ethics 52
Expenses 99

Faculty 6
Farm 13
Fees
 Athletic 99
 Laboratory 101
 Music 101
French
 Description of Courses .. 46
 Requirements for Admission 32

Geology 72

German
Description of Courses .. 47
Requirements for Admission 32
Grading of Students 35
Greek, Description of Courses 45
Groups of Studies 39
Guilfordian 93
Board 90

History
Description of Courses .. 55
Preparatory Courses in .. 83
Requirements for Admission 31
History of the College 11
Home Economics, Courses in 72
Honors 97
Honors Awarded in 1916-17 108
Household Management ...73-75

Latin
Description of Courses .. 43
Preparatory Courses in .. 82
Requirements for Admission 31
Lectures and Meetings 107
Library 15
Literary Club 89
Literary Societies 87
Loan Funds 103
Logic 53

Mathematics
Description of Courses .. 59
Preparatory Courses in .. 83
Requirements for Admission 30
Mechanics 62
Ministerial Association 90
Ministerial Students 104
Miscellaneous 106
Museum, the 85

Music
Courses in 76
History of 79
Diplomas in 80
Recitals 80
Vocal 78

New Garden Hall 15, 103

Officers 9
Organizations 87

Pastoral Work 51
Philosophy 52
Physics
Courses in 61
Preparatory Courses in .. 84
Requirements for Admission 33
Physiography
Admission Requirements in 33
Preparatory Courses in .. 83
Pianoforte 77
Policy 19
Political Science 58
Preparatory School 81
Prizes 96
Awarded in 1916-17 108
Psychology 54
Publications 93

Re-examination 34
Registration
Fee 99
Method 106
Religious Exercises 20
Rooms 104

Scholarships 94
Science Club 89
Special Students 34
Students, List of 110
Surveying 60

Trustees, Board of 4
Tuition 99

Y. M. C. A. and Y. W. C. A. 88

Zoology 69, 71

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Guilford College Bulletin

ALUMNI NUMBER

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Entered at Guilford College, N. C., as second-class matter, under act of Congress of July 16, 1894.

OFFICERS AND COMMITTEES OF THE ALUMNI ASSOCIATION FOR 1918-1919

Officers

President A. Wilson Hobbs

Vice-President A. A. Dixon

Secretary Alma T. Edwards

Treasurer E. J. Coltrane

Registrar Julia S. White

Committee to Represent the Alumni Association in Matters of College Policy and Endowment

S. Addison Hodgin, chairman; Virginia Ragsdale, Dudley D. Carroll.

Executive Committee

Annie F. Petty, term expires 1919; Fred Morris, term expires 1919; J. C. Hill, term expires 1920; Emma King, term expires 1921; L. Lea White, term expires 1921.

Trustees of Loan Fund

C. O. Meredith, chairman, term expires 1919; Mary E. M. Davis, term expires 1920; Laura D. Worth, term expires 1921.

Literary Committee

S. H. Hodgin, chairman; Emma King, Caroline B. Yates.

Athletic Committee

O. V. Woosley, chairman; J. O. Ragsdale, E. G. Shore, W. G. Lindsay.

Campus Committee

E. Edgar Farlow, chairman; Mary E. M. Davis, R. J. M. Hobbs, C. O. Meredith.

Reception Committee

Laura D. Worth, chairman; Ruth Coble, Alma Crutchfield.

Christian Work Committee

Clara I. Cox, chairman; Ida E. Millis.

Publicity Committee

D. D. Carroll, chairman; E. J. Coltrane, Newton F. Farlow.

Life Membership Committee

W. P. Henley, chairman; Henry A. White.

MINUTES OF MAY MEETING

A regular meeting of the Guilford College Alumni Association was neld in Memorial Hall on May 27, 1918, at eight o'clock. Thirty-eight persons answered to the roll-call of members.

Only a few written reports were submitted by committees, but a motion was carried that these reports be accepted for publication when made.

Reports of officers and committees were called for in the following order:

President's Report.

Due to the fact that your President, Miss Ragsdale, has been unable to serve you this year, the duties have fallen upon your Vice-President, who has rendered rather faltering service. He feels that the Guilford College Alumni Association should exist solely to serve Guilford College and that outside of that service the Association has no good right to continue as an organization. To this end therefore, the things that have been done during the past year are dedicated, however unimportant and slight they may seem. Your co-operation has indeed been appreciated. Your zealous efforts are earnestly solicited for the coming year. Do everything that you can to assist the good officers that you have elected to make this a bigger Association and a better Association so that it may better serve Guilford and that we may have our whole share in making it the ideal College.

I have faith to believe that every man and woman who has spent some of his time in pursuing a college course at this institution, retains a genuine interest in his Alma Mater and that he would like to do his part to make it just such a place as he would recommend to those who are about to leave their homes and go away to engage in College work: a place to which they would prefer to send their boys and girls. It seems to me that the Alumni Association is the best means to serve such an end. It has had the support of a great many of the Alumni, but to be frank, it does not have the support of all of them nor a majority of them. Why isthis a fact? Why should not every man and woman rally around this organization to make it as strong and virile as possible for the very good reason that it can then best serve Guilford College, the institution that we all should love and serve?

If the Association is at fault, then the sooner it is made right and its faults corrected, the better i wtill be for the Association, for the people who are or should be anxious to serve the College and for this College itself. Your new offi-

cers, I am sure, will do their best to make the Association a better one. But if the fault is with youw ho read these words, for the good of the Institution which helped to make you what you are today and for the good of your own character, be more unselfish and join in the work that is purely unselfish and away from your own immediate desires and selfish ambition. It will do you good and will make the Old College know that you have not forgotten her. The officers upon whom you have laid the responsibility for the success of the Association this year, will indeed appreciate your support.

Our Treasurer, John B. Woosley, was forced to resign his office on account of the fact that he has been called into the service of his country. Miss Alma T. Edwards was appointed by your Executive Committee to fill the vacancy. She has been faithful in this work and I should like to thank her for her co-operation.

I should like to commend the members of the Executive Committee for the time that they have given to the work of the Association and for the sincere desire that each one of them has shown to do only that which would be best for the great cause we serve.

The committee appointed to meet with a like committee from the Old Students' Association have given freely of their time and talent in considering plans for a greater Association. Their report will doubtless be presented here tonight. The amendments to our Constitution and By-laws which they propose, have been printed and placed in the hands of all the members of the Association. I should like to see a very careful consideration of them. I hope that the Association will see fit to pass them, for they point the way to service for hundreds of men and women who have at one time in their lives been a part of the College, and who have not had the advantage of helping it in a strong and organized way since they left here. If these amendments are made a part of our Constitution and By-laws, it seems to me that the Association will be made much stronger and more able to be of better service in the future than in the past.

The suggestion from one of our former Presidents and heartily endorsed by many others, that we think more about retaining good instructors at the College than about getting students to come here appealed to me as nothing else has that has come up in any of our meetings. I should be willing to utilize our entire funds for the purpose of establishing a Pro-

fessorship and to discontinue all of our scholarships, if that be necessary in order to establish a Professorship or to properly endow a chair at the college. But the thought comes to me as to why we can not do both. There are about four hundred graduates of the college now. The number responding to our requests for remittance of annual dues is only about one hundred and fifty. Suppose all should respond and that the amendments above referred to should pass and one thousand new members be taken in. That is quite possible. The Association could do something worth while along the line that I have been discussing. We want to have our part in the work here at the College. This is one of the best things that I know to do. Don't you see how important it is for us to add to our list of active membership until we have attained sufficient numbers to make our Association a success financially?

The Alumni Association should have its part in the great movement now going on to raise $200,000 for Guilford College. This must claim your consideration, for it is a wonderful opportunity. We can not do less than recognize the movement and endorse it. If acceptable to those who have this matter in immediate charge, I should like to see working committees from this organization appointed.

At times we hear questioned the right of the small denominational colleges of our state to exist. The number who believe that the state should have entire charge of all our educational system has been growing in number and noise. The best fortification for our good college against this impending offensive is financial strength. Of course the character of the graduates whom she turns out can never be overlooked in any scheme for defense. I believe that there is a place for both the state institutions and the denominational institutions and that there should be no unfair competition between them. But the state has only recently authorized the issuance of three millions of dollars in bonds to aid her institutions. Financially Guilford is on the defensive. Her very life is at stake. She needs your help and to my way of thinking, if she does not get it, she must be swept back into obscurity. Wlil you meet the challenge? Will you come out to the defense of what you love and cherish against the mighty hosts of those who do not care for her and who would not be in the least concerned if she is utterly defeated? Ladies and gentlemen, I leave these vital questions with you.

Report of Christian Work Committee.

The Christian Association meetings at Guilford have been well attended this year, both on Thursday evenings and on Sunday mornings. Bible study classes were conducted among the young men, and both Bible study and mission classes were conducted among the young women. No series of meetings was held, but prayer groups were supported among the students which practically the whole college attended with excellent results. A number of conversions resulted from the regular Thursday evening meetings.

A Biblical Seminar, with a membership of about 30 men, has met bi-monthly throughout the year. About half of these men are ministerial students.

It would appear that the religious interest at Guilford this year compares favorably with that of other years.

On behalf of the Committee,

CLARA I. COX.

Report of Reception Committee

In view of the banquet held May 25, 1918, at Guilford College for Alumni, Old Students, and Friends of the College, your committee after some conference together, thought best to merge all efforts toward the success of that occasion, and have made no arrangements for a reception on the evening of May 27, 1918, this year.

For the Committee,

5-27-'18 LAURA D. WORTH.

Report of Alumni Loan Fund Board.

June 1, 1917—Notes payable	$535.00
Receipts:	
June 1, 1917—Cash Bal. on hand, deposited in Amer. Ex. National Bank	$214.00
Interest on same to Oct. 1, 1917	4.30
April 1, 1918—Received of Jennie Bulla to be applied on her notes amounting to $90.00	100.00
April 15, 1918—Received of Treasurer of Association, appropriation for 1917-'18	60.00
Total receipts	$378.30

Disbursements:

Oct. 1, 1917—Paid loan to Addie Morris, '18	$50.00
Oct. 1, 1917—Paid loan to Ellen Raiford, '18	65.00
Oct. 1, 1917—Paid loan to Chester Sutton, '18	32.50
April 10, 1918—Paid loan to Chester Sutton, '18	32.50
Total disbursements	$180.00
Balance cash in bank	198.30
Total	$378.30

On behalf of the Committee,

May 27, 1918. LAURA D. WORTH, Sec.

Audited and found correct.

E. M. McBANE.
R. S. DOAK.

Treasurer's Report.

May 28, 1917, Cash balance on hand		$233.22
1917, Received from belated 1917 dues		4.00
1918, Received from 1918 dues		269.00
May 29, 1917, Paid Beeson, Guilfordian Mgr.	$80.00	
May 31, '17, Pd. A. T. Edwards, 1917 reception	26.25	
Oct. 1, 1917, Paid Stout Brothers, printing	53.35	
Ap. 25, '18, Pd. C. O. Meredith, Tr. Loan Fund	60.00	
May 14, 1918, Paid Executive Com., postage	3.15	
May, 1918, Paid Executive Com., printing, etc.	22.70	
May 16, '18, Paid Executive Com., postage, etc.	.90	
May 24, 1918, Balance deposited with:		
American Exchange National Bank	26.53	
Greensboro Loan and Trust Company	152.99	
College Office	35.25	
Cash on hand	45.10	
Balance	$506.22	$506.22
Amount on hand May 24, 1918		$361.87

ALMA T. EDWARDS, Act. Treas.

Audited May 27, 1918.

MRS. E. J. COLTRANE.
MRS. E. C. MENDENHALL.

Report of Executive Committee.

We submit herewith reports of the following committees: Loan Fund Committee, Reception Committee.

No reports have been submitted by the other committees.

On account of the absence of the Treasurer who was elected one year ago, the Executive Committee in a meeting in March elected Miss Alma Edwards to act as Treasurer. Miss Edwards has performed very satisfactorily all the duties of the office. Her report has been audited and found correct.

The Executive Committee made nominations for the annual election of officers, and ballots were sent out by the Acting Treasurer. The results of the election are as follows:

President—A. Wilson Hobbs.
Vice-President—A. A. Dixon.
Secretary—Alma Edwards.
Treasurer—E. J. Coltrane.
Registrar—Julia S. White.
Members Executive Committee—Emma King, L. Lea White.

We recommend the following appropriations:

Addition to Loan Fund	$100.00
Printing of Alumni Bulletin	50.00
For Guilfordian	93.10

We have conferred with the retiring Business Manager of the Guilfordian, and after considering the increased cost of publishing the paper, we wish to recommend that the Association pay 95 cents for each subscription sent to members of the Alumni Association, the subscription list to be composed of those who pay their Alumni fees for the previous year, and also of life members.

We suggest that the forthcoming issue of the Alumni Bulletin contain the names and addresses of all Alumni of the Institution and that the Constitution and By-laws with new amendments be printed again.

On account of the large number of Alumni who are now engaged in the teaching profession we believe that definite arrangement should be made now for having a banquet or "get-together dinner" of Guilford Alumni and Old Students when the next session of the Teachers' Assembly meets in Raleigh in November.

Respectfully submitted,
E. J. COLTRANE, Chairman.

Committee on Athletics Report.

The fall of 1917 witnessed Guilford's first year of intercollegiate football since the game had been given up a number of years ago. A few games had been played the year before but the sport had not been officially recognized. State College, Wake Forest and Lenoir in North Carolina and Wofford and Presbyterian College of South Carolina were on the 1917 schedule. Lenoir was overwhelmingly defeated, while the other games were lost by a close margin, no team scoring more than three touchdowns against us. Two men on the team, Capt. Newlin and Zachary, were named as "All State" men. Much enthusiasm for the game was aroused in the student body and three full teams in uniform could generally be seen in practice on the field. The game with Presbyterian College, played in Greensboro, was a fine exhibition of football and was well advertised but almost none of the alumni were present.

In basket ball the season was featured by the number of close contests. Except in the case of the large score against A. C. C. it was, in eve ryinstance anybody's game until the last whistle blew. A. C. C., Davidson and Wake Forest were defeated, while the other matches were lost by close scores.

In baseball Guilford more than maintained her past reputation and was at the close of the season the undisputed champion of North and South Carolina. Eleven games were won, two lost and one tied. The South Carolina trip resulted in six straight victories against the strongest teams of that state. The following table illustrates how much Coach Doak's disciples outclassed their opponents:

	Runs	Hits	Errors	Stolen Bases
Guilford	73	106	35	26
Opponents	24	77	47	13

From the championship team of 1917 Coach Doak had five men as nucleus for his new machine. Captain Zachary deserves much of the credit for the good showing made. He not only led the team with a batting average of .360, but pitched 10 games making an average of eight strike-outs and allowing an average of four hits. Johnson, Marlette, A. Newlin and Reddick are also worthy of special mention. Perfect team work was the secret of the season's record. Manager Benbow Jones deserves the highest credit for successfully engineering the finances.

Bob Doak again showed that he is one of tne best athletic directors in the business. With a very limited amount of material at his disposal he was able to put out teams equal to any in the South. His absence during the 1918-'19 season will seriously handicap Guilford athletics. It has been amply demonstrated that college athletics cannot be successfully entrusted to a member of the faculty with other duties. They require the exclusive attention of a professional. This is particularly true at Guilford where the small size of the student body and the absence of gate receipts make the solution of the financial problem generally beyond the powers of untrained student managers. Without Bob Doak or his equivalent we can not expect the success of the past to continue. This does not only apply to the scores of games but to the maintainance of a healthy enthusiasm for physical exercise both among the boys and girls.

It would be a great encouragement and help to a hard pressed student body if the Alumni would become members of the Athletic Association and support Guilford Athletics at least to the extent of the annual dues. This would be in line with the practice at some other institutions.

HOWARD H. BRINTON,
For the Committee.

Written reports from the Literary Committee, the Campus Committee, and the Publiciay Committee have not been submitted.

A verbal report was made by the committee appointed at an earlier meeting to consider combining the Old Students' and Alumni Associations. The report was accepted and the following amendments to the Constitution of the Alumni Association were adopted:

Proposed Amendments to the Constitution of the Alumni Association of Guilford College, N. C.

That Article II, Section 1, be amended in line one (1) after the word College, to read as follows: "Students of New Garden Boarding School and former Undergraduates of college rank, are eligible to active membership in the Association, with all rights pertaining thereto, except as hereinafter provided for, and may be received by majority vote of the Association upon his or her application."

That Article III, Section 1, be amended in line four (4)

after the word annually, to read as follows: "Except former Undergraduates of college rank, shall not be eligible to hold office."

That Article V, Section 1, be amended in line eight (8) after the word nominate, to read as follows: "Provided, that the Association may, at the regular meeting at Commencement, exercise the privilege, at its own option, of nominating Candidates for any or all offices for the following year, and the Executive Committee shall be governed accordingly."

Under the head of new business a motion was made and carried that a committee of three Alumni be appointed by the incoming President of the Association to confer with the Trustees of the College as regards the disposition of proposed increase in the Endowment Fund and as regards a definite policy relating to standardization of teachers' positions in the College. The Association wishes to go on record as backing the campaign for this endowment fund.

E. J. Coltrane was appointed a committee of one to arrange for a get-together meeting of Guilfordians at the next session of the Teachers' Assembly in November.

The class of 1918 was received into the Association.

After the installation of new officers, the meeting adjourned.

O. E. MENDENHALL, President.
ALMA T. EDWARDS, Secretary pro tem.

Articles of Constitution of Guilford College Alumni Association as amended 1918 are as follows:

ARTICLE II.—MEMBERSHIP

Section 1. Active.—All graduates of the College, students of New Garden Boarding School and former undergraduates of college rank are eligible to active membership in the Association with all rights pertaining thereto, except as hereinafter provided for, and may be received by majority vote of the Association upon his or her application.

ARTICLE III.—OFFICERS AND STANDING COMMITTEES

Section 1. Qualifications for Holding Office.—Active members become qualified to hold office or to be appointed on committees, upon payment of the membership fee annually, except former undergraduates of college rank shall not be eligible to hold office.

ARTICLE V.—DUTIES OF COMMITTEES

Section 1. Duties of Executive Committee.—The Executive Committee shall have general oversight of the work of the Association, and suggest work for the various committees. It shall receive all reports from officers and standing committees, and prepare them for the annual meeting of the Association. It shall prepare a budget of new business for consideration of the Association at its regular meetings. It shall nominate Provided that the Association may at the regular meeting in May exercise the privilege, at its own option, of nominating candidates for any or all offices for the following year, and the Executive Committee shall be governed accordingly, not less than two members for each office and for a member of the Board of Trustees of Loan Fund and for a member of the Executive Committee. These nominations shall be made out two months previous to Commencement and the ticket sent to the Treasurer for submitting to the membership. It shall audit the election returns and make a full report of the same to the annual meeting of the Association. It shall publish the proceedings of each meeting and such other matter as the Association shall direct. It shall provide suitable exercises of a public nature, for Alumni Day each year.

ALUMNI

Class of '89.

Robert H. Cronk, B. S.....Whitby, Ont.
Joseph Moore Dixon, B. S.....Missoula, Mont.
Edward B. Moore, B. S.....Liberty, N. C.
Robert Cromwell Root, B. S.; A. M. Leland Stanford,
2218 Durant Ave., Berkeley, Cal.
*Lola Stanley Moore, A. B.
*Lucius A. Ward, B. S.
*Campbell White, B. S.
Florina Worth, B. S.; Mrs. R. B. John.....Maxton, N. C.

Class of '90.

John T. Benbow, A. B.....Winston-Salem, N. C.
Augustine W. Blair, B. S.; A. M., Haverford,
202 Lawrence Ave., New Brunswick, N. J.
Jessica Johnson Dickson, B. S.....Glouster, Ohio
Genevieve Mendenhall, B. S.; Mrs. A. W. Blair,
202 Lawrence Ave., New Brunswick, N. J.
*Susanna Osborne, B. S.
Leonard C. Van Noppen, A. B.; B. Litt., University of N. C.;
A. M. Haverford, Riverside, Conn.
David White, A. B.....Greensboro, N. C.
H. Herman Woody, A.B., A. B. Earlham. Guilford College, N.C.

Class of '91.

Alzanon E. Alexander, B. S.....High Point, N. C.
Frank B. Benbow, A. B.....Winston-Salem, N. C.
S. Addison Hodgin, B. S.; Ph. B., University of N. C.
Greensboro, N. C.
Julia S. White, B. S.....Guilford College, N. C.
Arthur Lyon, B. S. High Point, N. C.
Joseph H. Peele, B. S.....Glastonbury, Conn.
Elisha D. Stanford, B. S.....Little Rock, Ark.
Mary E. Mendenhall, B. S.; Mrs. J. F. Davis,
Guilford College, N. C.

Class of '92.

Sue J. Farlow, A. B.; Mrs. T. Philip Raiford.....Ivor, Va.
*M. Edna Farlow, B. S.

Martha J. Henley, B. S.....Ashboro, N. C.
Mary Massey, B. S.; Mrs. James R. Pearson....Dudley, N. C.
Walter W. Mendenhall, B. S..10707 Bryant Ave., Cleveland, O.
Virginia Ragsdale, B. S., Ph.D., Bryn Mawr..Jamestown, N. C.
William Jasper Thompson, B. S.....Rich Square, N. C.
Emma L. White, B. S.....Belvidere, N. C.
George W. Wilson, B. S.; LL.B., Columbia....Gastonia, N. C.
Edwin M. Wilson, A. B.; A. M., Haverford...Haverford, Pa.
Laura D. Worth, B. S.....Guilford College, N. C.

Class of '93.

Marion T. Chilton, A. B.....Danbury, N. C.
Eugene E. Gillespie, A. B.; A. B. Univ. of N. C..Yorkville, S. C.
*Elizabeth Meader White, B. S.
James P. Parker, B. S.....Blue Ridge, N. C.
Elwood O. Reynolds, B. S.....Whittier, Cal.
Charles F. Tomlinson, B. S.; Ph. B., University of N. C.
High Point, N. C.
Cora E. White, B. S.....Belvidere, N. C.
Elbert S. White, B. S..... Norfolk, Va.

Class of '94.

Lucile Armfield, B. S. Monroe, N. C.
Wm. J. Armfield, B. S. Ashboro, N. C.
Mary Arnold, A. B.; Mrs. Rome Gilmore.....Sanford, N. C.
*Ruth Blair, B. S.; Mrs. O. P. Ader.
F. Walter Grabs, A. B.; B. D., Moravian Theological,
Bethania, N. C.
Emma Hammond, B. S.; Mrs. B. R. Smith.....Clinton, N. C.
Annie F. Petty, B. S..... Greensboro, N. C.
Henry A. White, B. S.; B. S., Haverford....High Point, N. C.
*Isabella Woodley, A. B.
William T. Woodley, Jr., A. B.....Tyner, N. C.
Eugene J. Woodward, B. S.....Wilmington, N. C.
Hiram B. Worth, B. S.....Greensboro, N. C

Class of '95.

G. Raymond Allen, A. B.; LL. B.
Cecil A. Boren, B. S.....Pomona, N. C.
Dora Bradshaw, B. S., Mrs. L. D. Clark,
1124 Park Road, Washington, D. C.
Eunice Darden, B. S.; Mrs. Leslie O. Meador..Tamworth, N. H.
*Henryanna Hackney White, B. S.

Charles M. Hauser, B. S.....High Point, N. C.
Samuel H. Hodgin, A. B.; A. B., Haverford; A. B., Harvard, Richmond, Ind.
Ottis E. Mendenhall A. B.; A. M. Haverford. High Point, N. C.
Walter H. Mendenhall, A. B.....Lexington, N. C.
J. O'Neal Ragsdale, B. S.....Madison, N. C.
Cornelia Roberson, B. S.; Mrs. E. R. Michaux. Greensboro, N.C.
H. Sinclair Williams, B. S.....Concord, N. C.

Class of '96.

E. Edgar Farlow, B. S.....Guilford College, N. C.
Robert W. Hodgin, A. B.....Greensboro, N. C.
George L. Morris, B. S.....Guilford College, N. C.
Mary Roberts, B. S.; Mrs. W. J. Jones.....Salemburg, N. C.
Amy J. Stevens, B. S.....Goldsboro, N. C.
Addie Wilson, B. S.; Mrs. R. A. Field.....Newman, Ga.

Class of '97.

Joseph E. Blair, A. B.....Albany, Ala.
Vernon Luther Brown, B. S., 752 Gresham Place, N. W. Washington, D. C.
Lelia Boyd Kirkman, B. S.....Pleasant Garden, N. C.
Oscar Payton Moffit, A.B.; A.B., Haverford..High Point, N. C.
Thomas Gilbert Pearson, B. S.; B. S., University of N. C. 1974 Broadway, New York, N. Y.
Sarah Stockard Magness, A. B.....Clovis, N. M.
Deborah White, B. S., Mrs. B. F. Babb.....Ivor, Va.

Class of '98.

*Anna Ray Anderson, B. S.
Walter E. Blair, A. B.; A. B., Haverford...Greensboro, N. C.
Ada Martitia Field, A. B.; A. M., University of Washington, Peabody Teachers' College, Nashville, Tenn.
Lena Freeman, B. S.; Mrs. Horace S. Ragan..Archdale, N. C.
John M. Greenfield, A. B....111 Broadway, New York, N. Y.
Ora Jinnett, A. B.; Mrs. D. R. Swing.....Tallahassee, Fla.
Herbert C. Petty, B. S.; B. S., Haverford.....Ampere, N. J.
J. Oscar Redding, B. S.....Asheboro, N. C.
Sidney H. Tomlinson, B. S.....High Point, N. C.
Percy Worth, B. S....Provident Bank Bldg., Cincinnati, Ohio

Class of '99.

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Elizabeth Coffin, A. B.; Mrs. J. W. Lewis...Greensboro, N. C.
William W. Allen, Jr., A. B., A. B., Haverford
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Class of '00.

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J. Wilson Carrell, A. B.....Reidsville, N. C.
Calvin Duvall Cowles, A. B.; B. A., University of N. C.; M. D., Johns Hopkins, care Surgeon General, U. S. Army, Washington, D. C.
R. Lindsay Ellington, B. S., B. S., University of N. C.
Reidsville, N. C.
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Randleman, N. C.
*Pinkney Groome, A. B.; A. B., University of N. C.
Kearney E. Hendricks, B.S.; B.S., Haverford.Greensboro, N. C.
Nellie Jones, A. B.; Mrs. C. M. Lentz.....Gold Hill, N. C.
Clement Orestes Meredith, A. B.; A. B., Haverford;
Ph. D., Johns Hopkins, Guilford College, N. C.
Harold C. Taylor, A. B.....Greensboro, N. C.

Class of '01.

William C. Hammond, B. S.....Asheboro, N. C.
J. Carson Hill, A. B.....High Point, N. C.
Thomas B. Hinton, B. S.....Greensboro, N. C.
Emma G. King, A. B.....High Point, N. C.
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Class of '02.

Clara Ione Cox, A. B.....High Point, N. C.
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William Chase Idol, B. S.....High Point, N. C.
C. Elmer Leak, B. S.....Greensboro, N. C.
A. Homer Ragan, B. S.....Thomasville, N. C.

Class of '03.

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Class of '04.

Elizabeth B. Bradshaw, A. B.....Franklin, Va.
*Alice Cartland, A. B.; Mrs. Jas. G. Lewis.
Joseph D. Cox, B. S.....High Point, N. C.
Robert P. Dicks, B. S.....58-60 Worth St., New York, N. Y.
Ernest P. Dixon, B. S.....Saxapahaw, N. C.
C. Gordon Gainey, B. S.....Fayetteville, N. C.
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Richard E. Martin, B. S., M. D.....Candor, N. C.
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Oscar V. Woosley, A. B.....Greensboro, N. C.

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Gertrude Wilson, A. B.; Mrs. O. J. Coffin.....Raleigh, N. C.

Class of '07.

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Care General Electric Co., Schenectady, N. Y.
Dudley D. Carroll, A. B.; A. B., Haverford..Chapel Hill, N. C.
Eugene J. Coltrane, A. B.....Jamestown, N. C.
Alma Taylor Edwards, A. B.....Guilford College, N. C.
C. Clifford Frazier, A. B.; A. B., LL.B., University of N. C.,
Greensboro, N. C.
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M. D., University of Pennsylvania,
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Allan Wilson Hobbs, A. B.; A. B., Haverford.Chapel Hill, N.C.
Ida Hutchens, A. B.....Yadkinville, N. C.
Lillian Jinnett, A. B.; Mrs. Geo. N. Coulter,
Northampton, Mass.
Waller S. Nicholson, A. B.....Atlanta, Ga.
David M. Petty, B. S.; E. E., Lehigh...South Bethlehem, Pa.
Wiley Rankin Pritchett, A. B.....Ridgeway, S. C.
C. Linnie Shamburger, A. B., Mrs. T. A. Ashcraft.Monroe, N.C.

Class of '08.

George Washington Bradshaw, B. S.....Hendersonville, N. C.
Henry A. Doak, A. B.; A. B., Haverford; A. M., Harvard,
University, N. D.
Annie Elizabeth Gordon, B. S.; Mrs. Hollowell.Edenton, N. C.
Kittie McNeil John, B. S.; Mrs. F. P. Sparger..Mt. Airy, N. C.
Ovid Winfield Jones, A. B.; A. M., University of N. C.
Winston-Salem, N. C.
Alva Edwin Lindley, A. B.,.Central Y. M. C. A., Baltimore, Md.
Mabelle Vira Raiford, B. S.....Ivor, Va.
Sallie T. Raiford, A. B.; Mrs. J. J. Wetherald.Bryantown, Md.
Alice White, B. S.; Mrs. E. C. Mendenhall..High Point, N. C.

William E. Younts, B. S.....Guilford College, N. C.
Marguerite Cartland, Music, Mrs. P. D. Kerner,
Greensboro, N. C.

Class of '09.

James Anderson, B. S. Charlotte, N. C.
Charles D. Benbow, Jr., B. S.....Greensboro, N. C.
Eugene Leroy Briggs, B. S.....High Point, N. C.
William T. Boyce, A. B.; A. B., Haverford; A. M., Harvard.
706 N. Harvard Ave., Fullerton, Cal.
Henry Davis, A. B.; A. B. Haverford..Guilford College, N. C.
Margaret Davis, A. B.; Mrs. E. C. Winslow....Tarboro, N. C.
Alfred A. Dixon, B. S.; A. M., Haverford..West Raleigh, N. C.
Robert S. Doak, A. B.....Guilford College, N. C.
Richard J. M. Hobbs, A. B.; A. B., Haverford,
LL. B., Columbia, Guilford College, N. C.
Ethel Hodgin, B. S.; Mrs. J. E. White.....Raleigh, N. C.
Noris Rush Hodgin, A. B.....Greensboro, N. C.
Annie Everett Holland, A. B.....Holland, Va.
Agnes Rowena King, A. B.....Glen Flora, Texas
Annie Viola Mendenhall, B. S.....High Point, N. C.
Leslie Winston Pearson, A. B.; A. M., University of N. C.,
Dudley, N. C.
Margaret E. Peele, A. B.; Mrs. J. C. Gray.....Colfax, N. C.
Amanda B. Richardson, B. S.; Mrs. C. B. Mattocks,
High Point, N. C.
Hugh D. White, B. S.....Guilford College, N. C.
Julian Elder White, B. S.....Raleigh, N. C.
Lucy O'Brien White, B. S.....Greensboro, N. C.
Alice Woody, A. B.; Mrs. A. E. Lindley.....Baltimore, Md.

Class of '10.

*Daniel Worth Anderson, A. B.
Alexander M. Bonner.....Raleigh, N. C.
Robert Edward Dalton, Jr., B. S.....Pomona, N. C.
Alice Louise Dixon, A. B.....Elkin, N. C.
Mary Gertrude Frazier, B. S.; Mrs. B. S. Sellars,
Greensboro, N. C.
Pearl Gordon, B. S.; Mrs. Charles Shamburger..Farmer, N. C.
William Patterson Holt, B. S.....Danbury, N. C.
Mary Esther Ivey, B. S.....Cary, N. C.
Edward S. King, A. B.....Blue Ridge, N. C.
Mary M. Lambeth, A. B.....Guilford College, N. C.

Leroy Miller, B. S.....Linwood, N. C.
John E. Sawyer, A. B.....Ayden, N. C.
William Henry Sharpe, B. S.....Greensboro, N. C.
Gertrude H. Spray, A. B.....Canton, N. C.
Mary Ricks White, A. B.....Franklin, Va.
Lucile Bryan Hall, Music.....Collinsville, Ala.

Class of '11.

Annie B. Benbow, A. B.....Greensboro, N. C.
John Gurney Briggs, A. B...City Y. M. C. A., Columbia, S. C.
Janie Peele Brown, A. B.....Rich Square, N. C.
Thomas Fletcher Bulla, A. B.....Asheboro, N. C.
Jennie Pumroy Bulla, A. B.....Sophia, N. C.
Lillie Eliotte Bulla, A. B.....Sophia, N. C.
Thomas J. Covington, A. B.....Walnut Cove, N. C.
Lucy Gertrude Farlow, A. B.....Sophia, N. C.
Rufus H. Fitzgerald, A. B.; Univ. of Tenn., Knoxville, Tenn.
Elvannah L. Hudson, A. B.....Magnolia, Md.
W. Herbert Howard, A. B.; A. B., Haverford; Greensboro, N.C.
Arthur K. Moore, B. S.....Greensboro, N. C.
A. Grant Otwell, B. S.....Woodland, N. C.
Lillie Maie Raiford, A. B.....Belvidere, N. C.
Margaret Rutledge, B. S., Mrs. I. C. Schlosser,
4007 Broadway, Indianapolis, Ind.
Charles C. Smithdeal, A. B.....Winston-Salem, N. C.
Elizabeth E. Snipes, A. B.; Mrs. A. G. Otwell.Woodland, N. C.
Annie B. Stratford, B. S.....Greensboro, N. C.
William H. Welch, B. S. Kingstree, S. C.
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David H. Jackson, B. S.....Washington, D. C.
John Benbow Jones, A. B.....Winston-Salem, N. C.
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Leah Ellen Stanley, A. B.....Guilford College, N. C.
Ruth Rebecca Stanley, A. B.....Lumberton, N. C.
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Honorary Members.

L. Lyndon Hobbs, elected 1910.....Guilford College, N. C.
Mary M. Hobbs, elected 1910.....Guilford College, N. C.
Priscilla B. Hackney, elected 1911.....Greensboro, N. C.
J. Elwood Cox, elected 1912.....High Point, N. C.
H. Louisa Osborne, elected 1913.....Guilford College, N. C.
J. Franklin Davis, elected 1914.....Guilford College, N. C.
*John Van Lindley, elected 1914.....Pomona, N. C.
Raymond Binford, elected 1914.....Richmond, Ind.
Eula Dixon, elected 1914 Snow Camp, N. C.
Gertrude W. Mendenhall, elected 1915....Greensboro, N. C.
Mary M. Petty, elected 1915 Greensboro, N. C.
William A. Blair, elected 1915.....Winston-Salem, N. C.
Robert N. Wilson, elected 1917.....Durham, N. C.

Life Members.

William Penn Henley.
Dora Bradshaw Clark.
Charles D. Benbow.
Henry A. White.
Henry Davis.
Julia S. White.
Agnes King.
Brown Finch.

* Deceased.

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Guilford College Bulletin

FINANCIAL CAMPAIGN

Two Hundred Thousand Dollars

Why?

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$200,000

FOR

A STRONGER FACULTY

TO FORM

A GREATER GUILFORD

The Policy of the College

Two recent events combine to mark a new era for Guilford College. One is entirely outside the college and beyond its control; the other is within the college and is an act of the managing board. The first is the great war and its direct effects upon the educational life of the country. The second is the election of a new president for the college together with the inauguration of a financial campaign to pay off the debt and increase the endowment.

What is to be the effect of the war? It is too early to answer this question in a complete manner, but certain facts stand out in this crisis. One is that the people have been found to be physically unfit for great and strenuous service. The physical education in our colleges has been incomplete and inadequate. It trains a few and gives recreation to a few, but the masses go unprovided for. Guilford has already started a reform along this line which has for its ultimate goal a physical examination and a thorough physical training for every student. Another general demand that the public is making upon the school is that it shall be more practical in its work, that it shall have more to do with real life. This may be a demand for new kinds of courses or it may require a change of attitude and purpose in the presentation of the contents of our courses. It must be admitted by all that the chief function of the college is to train the mind to careful, accurate, systematic thinking and to teach the soul to discern and love the beautiful. To accomplish this and to inspire a student to sacrificial and heroic leadership requires time, and the courses which produce such results must not be eliminated from the curriculum. Vocational courses have high educational value, but they do not supply all the training essential for social, industrial, educational or religious leadership.

The times demand democratic principles in all walks of life. It is, therefore, necessary to conduct educational institutions in a democratic manner and by example and precept prepare our youth for efficient democracy.

The change in the administration and the inauguration of a financial campaign calls for a restatement of the policy of the college. The policy of an institution should not be too rigid, but leave room for growth and development that will be in harmony with developments of society at large. The policy cannot, therefore, deal with details. It can only point out general purposes and lines of proposed development. These will be limited by the traditions and the material resources of the institution and must be in harmony with its past history. With these general facts in view we may consider our policy with regard to the following phases of the college organization and activities.

THE FACULTY

The secret of the power of any college is found in the lives of the men and women who serve it. A high type of Christian character, thorough scholarship, and the ability to inspire students are the qualities

of the teacher under which we wish our children to come, but such teachers command the highest salaries. We must, therefore, make every possible sacrifice to obtain these men and women for our young people. It shall be our purpose to improve the quality rather than to increase the number of our faculty. This purpose should not be taken to intimate that the teachers now in the employ of the college are not of first-class quality, but it does mean that the increase of our income through an increase of our endowment shall be applied so as to retain men or women of exceptional ability instead of allowing them to withdraw from the institution. The definite purpose of the present financial campaign is to provide for a better and more highly trained faculty.

COURSES

What shall we teach? That is the perplexing question in all educational circles. What will do the student the most good? Two general lines may be followed. We may simply train the mind to observe and acquire knowledge and then to understand and organize it without any reference as to the practical use of it, or we may train the mind for some special, practical work and not concern ourselves as to whether the student has any knowledge of the other general facts and processes of life. Can we combine these two phases? Probably to some extent, but not completely. One gives rise to the school of general arts and sciences; the other to the technical professional or industrial school. One produces the great social, religious and political leaders of the community, church, state and nation. The other produces our professional, technical and industrial specialists. A combination of the two, in one individual, by giving him a liberal education, followed by a technical or professional course, gives us the highest possible training for efficient citizenship.

Guilford College proposes to maintain those laborious courses in the arts and sciences which time has shown will bring out the finest qualities of the mind and character, and which introduce the student to the best thought of all countries and all times and inspire him with the noblest purposes and engender within him the spirit and power of a leader, a hero. This shall be the main emphasis of the college, but some more distinctly practical courses will be introduced from time to time to meet the special needs of our constituency. These, however, shall not be allowed to overshadow the spirit of the cultural work.

RELATION TO NORTH CAROLINA YEARLY MEETING

The Friends Church is a thoroughly democratic institution. All the members have equal opportunities to make their influence felt in the business meetings of the church. Such a democracy demands a trained membership; trained, not only in the subjects that are taught in our public schools, but also in those subjects that may be taught in a Christian college, in a college that is free to emphasize the moral and spiritual side, as well as the intellectual and technical side of education. The first and paramount duty of Guilford College to North Carolina Yearly Meeting is to produce a trained membership.

The church must have a better equipped ministry and specially trained workers to efficiently carry on its various lines of work. It becomes the duty of the college, therefore, to provide courses in Bible study, and instruction in modern missionary, community and Sunday school work. This is not only a duty, but it is absolutely necessary if the church is to have an equipped leadership. Public and state schools do not produce religious leaders. We need not go into any argument as to the reason for this fact. We need only call your attention to the fact that practically all of our Christian leaders receive their training in denominational schools or colleges.

In the third place it is our purpose to begin a persistent and perpetual campaign to interest the young people of the Yearly Meeting in the college. Too few appreciate the value of an extended education. Not only does it enlarge and enrich the life of the individual and open opportunities to him and greatly increase his chances of continued success in his professional and industrial undertakings, but it also makes him of much greater service to society. If we as a people are to take our place in the life and progress of this state we must give our children a better and more extensive preparation. We must not be satisfied with minor or second rate lines of service, but train our youth for the highest positions in our rapidly developing commonwealth and not leave such places for the more highly trained men who belong to other religious bodies or who come from other states.

FINANCIAL PROGRAM

Our immediate program is to administer the college affairs for the present year with the greatest possible economy consistent with efficiency, to prosecute the campaign to pay off the debt and raise the endowment to $300,000.00. It shall then be our purpose to engage in a continuous effort to raise our endowment to $500,000.00. This is the sum necessary to place a college the size of Guilford on a moderately sound financial basis. With less than that amount we shall be constantly threatened with debt. We shall be glad to encourage the endowment of special departments in the college, as this will insure the spending of the income on the faculty rather than for other projects.

Finally, we propose to adopt a thorough-going budget system. This is the surest means for preventing a deficit. Even with the most careful planning, however, it is not possible to meet the situation thrust upon us by the conditions of the past two years. With rapidly rising prices on all commodities and increased wages accompanied by a decreasing number of students, the college cannot avoid a debt without dangerously lowering its standards to the ruination of its reputation. It is possible to form a budget, however, which will reduce the deficit to the lowest possible amount and then plan to raise the necessary funds beforehand instead of allowing deficits to accumulate and then to pay interest on them.

SUMMARY

Our policy is to form and maintain a strong faculty, to offer courses of unquestioned power for developing character; to serve as best we may

the interests of the church and raise the funds necessary to secure the stability of the institution and to administer affairs so as to protect as far as possible against deficits.

The Finances of Our College

An effort is made on the following pages to set forth the financial problem which Guilford College faces. Many ask why the college went into debt. This article undertakes to answer that question. The total value of the property and endowment of the college under prevailing prices is about $360,000. The debt at the end of the last school year was a little more than one-sixth of this amount. It is evident we are not near to bankruptcy, but it will also be clear to those who read the following statement that the future success of the college depends upon the paying off of the debt and the increasing of the endowment.

WHY COLLEGES GO IN DEBT

1. The cost of education is greater than the tuition charged. In spite of the fact that school teachers are paid lower wages in proportion to the preparation required than the members of any other profession, it does not seem advisable to increase the charges to the individual students. An increase of the tuition would eliminate too many worthy students. It is much more desirable to make the charges small and then appeal to those who are able to pay to contribute to the expense of the school. Another reason for keeping the tuition down is that the public receives direct benefits from the trained people through the public service that they perform.

Not only is the cost of education greater than the tuition paid by the student, but the cost is constantly rising on account of the higher standards and new methods which demand highly equipped laboratories. Furthermore, the public demands more highly trained teachers and this together with changing economic conditions has caused a rise in the salaries. In various ways the cost of education is constantly rising and since the tuition cannot well be increased it is necessary that the endowment be increased.

2. The rising prices of commodities also put a strain upon the college finances. In so far as this affects food materials it can be provided for by increasing the charges for board. When prices are rising rapidly, however, we cannot fully anticipate them a year ahead of time, but we must announce our charges in the catalogue that long beforehand. Rising prices of repairs and labor can be provided for only by an increase in room rents or endowment. Room rents are fairly definitely fixed and should not be changed much from year to year; so again we must turn for safety to an increase in the endowment.

3. Bad management may be the cause of some college debts. The surest way to avoid debt is carefully to plan all expenditures a year ahead

of time: make out a budget and see that the proposed expenditures do not exceed the estimated income. College incomes vary from year to year, while the expenditures remain more nearly fixed. Also in colleges where the income is small it is necessary to run very close to the limit in order to maintain the standards demanded by the public. This constantly threatens the college with debt, even when things are carefully planned.

Guilford College has not been run on a budget system, but comparisons with other colleges do not indicate that the college has been poorly managed in a financial way. It compares very well with the average college. The only place where we could criticise the management it appears would be in its failure to raise the necessary funds to rebuild and remodel after the burning of King Hall in 1918. The interest on the debt incurred at that time has been an added weight which has caused the college to run farther and farther behind in recent years. The failure to raise sufficient money at that time is probably due to the fact that the friends of the college had not contributed largely to its endowment. All our institutions have had heavy debts to meet since the war began and in this Guilford is no exception.

GUILFORD COLLEGE COMPARED WITH OTHER COLLEGES

Below is a comparison of Guilford College with the average American College in its annual expenditures and income:

Expenditures

	Administration	Instruction	Maintenance	Total
Average college	$16,075	$126,941	$124,918	$267,934
Guilford College	4,770	11,750	21,360	37,880
Interest on debt			3,781	
Annuities			1,481	
Cost of maintenance less interest and annuities			$14,777	

Income

	Tuition	Fees	Rents and miscellaneous	Endowment	Gifts	Total
Average college	$38,044	$1,896	$1,516	$14,456	$6,073	$62,114
Guilford College	8,040	2,028	4,717	9,184	2,111	26,781

The above comparison is somewhat unfair in that it shows Guilford in its war-time condition, while the average for other American colleges is for the normal times prevailing the war. This average is made by picking fifteen colleges at random and is supposed to give a fair estimate of the various items connected with the financial management of a college. The average attendance for these fifteen colleges is one hundred and sixty-five, while Guilford usually has more than this. Under the heading "Administration" are placed the salaries of the president, treasurer, librarian and stenographer, also the expenses of the offices and traveling for the college. It is shown here that the administration of Guilford College costs only about seventy-three per cent of the

amount for the average college. Under "Instruction" we have simply the salaries of the teachers. You can see here that Guilford is paying only about seventy-six per cent as much for teachers as the average college. Maintenance includes the upkeep of the institution, such as the care, repair, heating and lighting of the buildings, the advertising and campaign for students, the supplies and equipment of the laboratories and class rooms, etc. On these items of expense Guilford runs considerably ahead of the average college, but when the interest on the debt and the annuities on certain contributions are subtracted from the total, the maintenance for our college is not much greater than the average college. This is true in spite of the fact that prices of all commodities are very much higher now than before the war.

An examination of the items of income reveals that Guilford has a much lower income from endowment than other colleges. This, of course, is due to the fact that the college has a smaller endowment. We have about as much from tuition and more from fees and room rents than many other colleges receive from these sources. It is evident, therefore, that the first duty of the college is to remove the debt, stop the interest and increase the endowment. From four to five hundred thousand dollars in endowment are necessary to put the average college on a firm financial basis. We must begin by a heroic effort and continue by a steady pull to put the college there.

The next task, now that the war is over, is to fill our dormitories with students. This will not be so difficult when we have arranged for a well established faculty, but for the present every loyal friend of the college must support the school in every possible way. The work and training offered at Guilford is of a high order. It is recognized by all the schools to which our students go for advanced work. No one will make a mistake in encouraging young men and women to avail themselves of the opportunities offered here.

GUILFORD'S DEBTS

A few years after the New Garden Boarding School was established in 1837 deficits began to appear. These increased and accumulated from year to year until 1860, when Isham Cox was appointed to solicit funds to pay them off, and Jonathan E. Cox assumed the financial responsibility for the school. By the end of the spring term in 1862 a sufficient amount had been collected to pay off the debt of $27,000.00.

From this time until 1890 the school ran with very few deficits. During the next fourteen years there was a gradually increasing debt which reached $28,000.00. At this time Allen Jay accepted an invitation to assist us in a financial campaign. Friends responded to his efforts and in the spring of 1905 this debt was canceled.

In February, 1908, King Hall, which contained the library, was destroyed by fire. This called for new buildings, a library building and a recitation building. Founders Hall was in a dangerous condition and other buildings needed repairing. Below is a tabulated statement of the expenditures and donations to meet the above needs:

Expenditures

1908—Remodeling Founders	$16,350
1909—Repairing Memorial	2,500
1909—Library Building	18,600
1909—New King Hall	15,000
1912—Cox Hall (Boys' Dormitory)	22,000
1913—Water works	10,000
	$84,450

Donations

For Library	$ 9,000
Carnegie for Library	9,000
Insurance on King Hall	7,000
For New King Hall	2,400
For Cox Hall	15,000
Gains in Administration from 1908 to 1911	5,776
Debt on buildings	36,274
	$84,450

Since 1912 the rapidly rising prices in commodities, the higher wages that it has been necessary to pay, the interest on the debt and, since 1916, the decreased number of students has forced the college into a position where it has not been able to make ends meet. The deficits have been as follows:

1912	$1,402
1913	
1914	835
1915	2,195
1916	6,007
1917	9,037
1918	7,131
	$26,607

The building debt of $36,000 added to the running deficits of $26,000 make a total debt of $62,000. To remove this debt and to increase our endowment to a sufficient amount to insure the further successful operation of the college we are proposing to raise $200,000.00. Any one who looks over the above data must be convinced that this amount is absolutely necessary if we are to continue the college on any recognized basis of efficiency.

The Appeal for Guilford

At the banquet last May the condition of our college was pretty clearly set forth; and there was manifested a good deal of enthusiasm in view of the appeal for increased endowment. An amount was proposed to be raised sufficient to liquidate the indebtedness and to bring the endowment up to three hundred thousand dollars. A beginning was made, six thousand dollars from Friends in Philadelphia and Baltimore being turned over to the Treasurer of the College by Dr. Isaac Sharpless, of Haverford College.

Since that date plans for making a canvass have been devised. On account of war conditions and the prevalence of the epidemic of influenza it has not seemed wise, if possible, to begin the actual canvass. This is to be entered upon the first of January, 1919. In view of this campaign for Guilford College, I wish to call the attention of all our members in North Carolina to the proposed addition to Guilford's efficiency and to the work that will be done in North Carolina through such a college as will certainly result from the effort upon which we are about to enter.

You could not find a more desirable location than we have here, nearly in the center of Guilford County, a county noted for its progressive educational spirit; nor a place more central with respect to the meetings constituting our Yearly Meeting, nor more accessible by railway, Greensboro only six miles away being a noted railroad center.

The foundation is already laid. Those men and women who all along through three quarters of a century felt the call to build a first-class college in order that the Friends in North Carolina might have a thoroughly good place within their own borders at which their boys and girls could be educated under distinctly religious surroundings, builded better than they knew; and Guilford's equipments, buildings, grounds, laboratories, water supply and farm are such as appeal to strangers and to educators and to our own members as a constant invitation to make all these natural and acquired agencies minister to the education and training of all young people who may be drawn to an educational center of such marked efficiency and power.

Our reports made in eighth month this year, show there are within our branch of the church in North Carolina 2410 members between the ages of six and twenty-one. These young people are making the appeal to us to give them the best education that can be obtained in our state.

Guilford College is in many ways adapted to these young people, and can easily be made the best possible place for them to be taught for a few years, and thus become men and women of great force and ability in every community from which they came. None of these young people should be left untrained to drift through life with low aims, rather burdens to society than burden bearers. None must be passed by. So large a group of young people make Guilford College a necessity and when made the best it can be made it will be none too good for them. Therefore it will be a blessing all around—to those who give and to the young men and women who partake of the power and Christian influence,

which will forever flow out from such a center of education as the Friends in North Carolina have it within the power to bring forth from the splendid foundation, which our forefathers and other Friends laid at the old school in 1837.

Giving to Guilford to make Guilford better and stronger will be a means of uniting our Yearly Meeting into one of the most powerful bodies of Friends in America.

It is according to nature for us to cherish the work which we build with our own hands. We ask God to establish the work of our hands; "yea, the work of our hands, establish thou it."

This co-operative effort is our aim now; and a co-operative spirit that shall warm up every heart within our border to make the place the best it can be made where our children are to attend school and to be trained in all things good and true and useful, if the door of every heart is open to it, will create a burning desire to have a hand in the great work we are now entering upon for Guilford. May every family consider seriously and prayerfully what duty, mingled with a spirit of love and loyalty to the Yearly Meeting, will prompt every member to set apart and consecrate to our college. L. L. HOBBS.

The Special Task of Guilford College

Guilford College occupies a unique position among the educational institutions of the state. This is not due to the fact that Guilford does some things not undertaken by other colleges, but rather that an endeavor is made to carry out certain ideals more fully.

The first and most conspicuous of these is the most difficult to define. It cannot be made entirely clear to any one who has not been a teacher or student at Guilford. It can, however, be partly expressed by the statement that the students and faculty are members of one large family and that the relations between the various members of the Guilford circle approach in intimacy frankness and mutual helpfulness those relations prevailing in the home.

The members of the faculty are not lecturers who see their students only across the class room desk. Nor are they policemen to be outwitted by would-be law breakers. They are rather the intimate companions and confidential advisers of their pupils. This attitude is inspired not by paternalistic ideas, but by a pure spirit of good fellowship. In games, social affairs, and other events of the college world, pupils and teachers meet on terms of perfect equality. The faculty exerts an influence which is strong because it is unaffected, and unofficial. When difficulties arise in studies or in the various student activities the help of an older mind is never far off. In the relations of the students with each other the same democratic spirit prevails. The rich boy has no social advantage over the poor boy. The student leaders are very often those who are working their way through college.

The relations between the young men and women carry out the same ideas and are characterized by informality, frankness and a wholesome freedom which respects, however, the usual conventional restraints. This free association in the class room and in social life engenders a healthy and unperverted sentiment which is to a considerable extent ideal.

A second peculiarity of Guilford, perhaps an inheritance from its Quaker founders, is characterized by a serious effort to avoid all sham and false pretensions. This quality has indeed sometimes been carried too far, with the result that the good points of the college have been rather understated.

This effort for sincerity in thought and action is manifested in the desire to make the Guilford degree stand for something solid and substantial and a corresponding ambition to do work which is real and thorough. The ideal is to give well a few courses which have been recognized for a long time to have the greatest educational value. The great elaboration of the elective system in some colleges has permitted students to slip through too easily. Required and elective courses are so intermingled as to make the Guilford degree a guarantee of the fact that good hard work has been done.

A third peculiarity of Guilford is due primarily to its size. The athletics, the literary and religious societies and other student activities are so conducted as to make it difficult for any student not to take a prominent part in something. In a large college or university such activities are necessarily limited to the few. The man or woman at Guilford must be something more than a mere student.

Such ideals as have been mentioned above are among those things which go to make up that intangible but powerful force called the "Guilford spirit." Some teachers and students have come to Guilford who have never caught this spirit, but the college cannot be fairly judged by these. The student who remains at the college long enough to imbibe this spirit is usually unostentatious. He is democratic. He is possessed of a quiet but practical and effective religion. He is intensely loyal to Guilford and his fervent support of all activities enables the representatives of the college to win victories which the support of mere numbers would never make possible.

It is needless to say that the college often falls far short of carrying out those things for which it stands. We are speaking here not of achievement, but of generally recognized tendencies. With serious purpose and growing enthusiasm the faculty and student body are dedicated to the task of carrying out these ideals, which make Guilford a unique institution worthy of every sacrifice necessary to equip it for the fullest possible service.

H. H. BRINTON.

Some Outside Activities at Guilford

The chief difference between the environments of a college community and those of the world at large is that practically all the members of a college group are engaged in a common course of employment with a common end in mind. While it is agreed that this end can best be achieved through the study of text-books and through investigations in laboratories, no well regulated college fails to see the necessity of making provision for enough wholesome diversion and outside activities to properly develop those who entrust themselves to its guidance. It has always been the policy of Guilford College to lay much emphasis upon class room work and to maintain a high standard of scholarship, stressing at the same time a normal amount of activity in the various organizations connected with student life. Those who are intimate with the inside life of the college know of the opportunities offered by the four literary societies. This year when membership in the two young men's societies has been small, it has been inspiring to see what fine spirit and enthusiasm has been maintained. From the forensic overflow from the halls, one would judge the spirits of Henry Clay and Daniel Webster are still hovering near. The young women's societies are perhaps stronger than they have been before. With the large number of girls in college and with the proper amount of healthy rivalry between the societies excellent work is being done. Annual public oratorical contests are presented by all these societies.

It could not be expected that athletics should be normal at Guilford this year. Despite the small number of men from whom to make up the teams, if the influenza epidemic does not prevent further contests with teams from other colleges, much will be done to sustain our excellent reputation in athletics. Basketball practice is now on and it is hoped no more interference will occur. Athletics among the girls has been stimulated by the quarantine and much interest has been taken in tennis, indoor baseball and basket ball. Students generally have engaged in some form of outdoor sports almost daily, a feature of college life which is largely responsible for the excellent health of the college family.

The Christian Associations have come to be a new source of religious inspiration during our season of quarantine. Regular church services have necessarily been suspended and the prominence of the associations in arranging for services on Sundays as well as during the week make them better fitted to serve their purposes as religious agencies in the student body.

Since 1907 the Joseph Moore Science Club, whose object is to promote an interest in scientific investigations, has been supported. The membership of this club is composed of persons from the faculty and student body. The meetings this year have been of an interesting character, these being some of the subjects discussed: The Mendelian Theory and The Evolution of the Hand, by President Binford; and The Fourth Dimension, by Professor Brinton.

Due to the exclusion of non-resident members by the quarantine, the Literary Club has not been reorganized this year. It is hoped that it

can begin its work very soon, however. The study of Russian literature has been suggested as a subject suitable for consideration this winter. Members of the faculty and such others of the community as are interested in the work of the club give it support.

The work of the chorus is to be commended for its part in creating and maintaining a loyal college spirit and also for the opportunity it offers both to individual members and to the public for the cultivation of the artistic taste. An interesting program will be presented just before the Christmas vacation, an occasion which is looked forward to with great pleasure.

Alumni and old students more than others to whom this bulletin will go will be interested in the nature of chapel exercises this fall. All members of the faculty, both men and women, have boldly invaded this domain, so that the exercises are more varied both as to speakers and programs than before. On Tuesdays Professor Anscombe, of the History Department, has given talks which have done a great deal toward keeping the student body alive to the great issues at stake in warring countries. President Binford addresses the college body on Wednesdays, speaking frequently upon topics relating to the care of the human body. Fridays have at times fallen to the lot of the members of the Music Department. To begin the day with an interpretation from one of the great masters gives a new purpose to chapel.

With these activities to engage our time out of class rooms the days go by with their duties and pleasures, each we trust with a due amount of profit for those who are members in a true sense of our college circle.

ALMA T. EDWARDS.

Guilford College Under Quarantine

Guilford College has been put on its mettle this fall. Almost as soon as we were in going order the epidemic struck us, and we were willynilly placed in quarantine. We were not to go to town, we were not to go to the railroad station, nor to the postoffice, nor even to the corner store. Guilford College was, as we say in the vernacular, "up against it." She was challenged. Could she hold her students? Could she retain their love, their loyalty, their patience, their good humor? Yes; old G. C. was up against it for sure. The boys all wanted to go to town on Saturdays, and buy new shoes and swell neckties, and chewing gum, and to stroll around, and be fine fellows and visit the movies. And the girls? They had to go to town to buy red ribbons and new hats, and—oh, well, all the other mysterious fallals that a college girl supposes are the necessary adjuncts of academics. And then they were just crazy to see Maude Adams. And the faculty, they too ached to get away. Some wanted to sport their automobiles and others their Fords. Some were anxious to hear Morgenthau and others must hear Bryan. And then there were the preachers, both among the students and faculty. They were full of powerful sermons that just had to be preached. And then there was the president! Why, even the preps

know that a college president has to run off sometimes and persuade kind-hearted people to leave their fortunes to the college instead of the asylum for demented cats.

And yet, with all our multitudinous and irrepressible concerns we stayed right here. Yes, even at Thanksgiving, when we had all planned to be with the old folks at home disposing of the family turkey.

How did we do it?

First of all, we were just one big happy family, working and playing, and laughing and teasing. We learned to know and appreciate each other.

And then there was the campus. Did you never see old G. C. in October? Then you have missed something. Never was the south in gayer mood than she was this fall in the Old North State. The campus and the woods were a riot of coloration. The maples vied with the scarlet oaks, and the sweetgums with the beeches, and dogwood with the sourwood all ablaze with glory. How we all enjoyed our afternoon strolls through the woods!

And then there were the persimmons! We guarantee that you never saw trees more loaded, or having larger fruit or better fruit; and we further warrant that you never tasted more delicious persimmon pudding and whipped cream than we had here.

And the socials that we had. It would need a book to tell you all about them. We had a chicken fry in the meadow, and then we barbecued two pigs and ate the savory seated like Indians around the blazing bush. We hiked to the old Battle Ground and smoked "hot dogs" to celebrate the cessation of the war. And we had stunts without limit, and class athletic contests, and spooks and witches at Hallowe'en. And the girls played baseball, and we played tennis every afternoon, and football or basketball at least once a week.

We had music, too—violins and mandolins, banjos and cornets, mouth organs and clappers. The boys serenaded the girls, and, hist ye, once in the dead of night the girls serenaded the boys. And who will ever forget the Sunday evening singing on the spacious porch of Founders, and our good preceptress trying to "shoo" the girls in, as we all clamored for "just one more, Miss Louise."

This is how we managed it; this is how G. C. cheated the grim ogre quarantine; this is how we evaded the "flu."

We studied a bit to while away the time, and thus we spent our days under quarantine at old G. C.

FRANCIS C. ANSCOMBE.

JOS. J. STONE & CO., PRINTERS AND BINDERS, GREENSBORO, N.C.

Guilford College Bulletin

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VOLUME XI. THIRD MONTH, 1919. No. 4

EDUCATIONAL WEEK, MAY 18-25

COLLEGE DAY, MAY 25

SUGGESTIONS

The purpose of this bulletin is to supply some data and suggest some thoughts to those who are preparing the programs for Educational Week and "College Day" in our Bible school.

Some of these articles might be read in the Sunday school or in the meeting for worship, or before the Christian Endeavor Society.

It would be better, however, to have some one of the members prepare a paper on the needs of a better training for the young people of the community. In every community where there is an old Guilford student or graduate this person or some one or more of them should tell something of the life at Guilford.

In the first part of the catalogue there is a short historical sketch of the college and in the first part of the book of views there is an article that gives a good conception of the college. These publications have already been sent to your school.

The College Call, published by the Board of Education of the Five Years' Meeting, should also be used in preparing your program.

To those who may have access to the Guilford Collegian the following references will be useful:

Inaugural Address at the Opening of Guilford College, 5th month 31st, 1888, L. L. Hobbs, Guilford Collegian, Vol. I, page 2.

Building a College, Joseph Moore, Vol. I, page 58.

Biographical Sketch of Dougan Clark, Nereus Mendenhall, Vol. I, page 83.

Biographical Sketch of David Marshall, Priscilla B. Hackney, Vol. I, page 111.

History of the New Garden Boarding School, Nereus Mendenhall, Vol. II, pages 63, 103, 126, 161 and 185.

Cottage Work, Mary M. Hobbs, Vol. II, page 129.

An Alumnus' View of Guilford College, Robert C. Root, Vol. II, page 213.

Religious Education in North Carolina Yearly Meeting

There are two institutions maintained within the limits of North Carolina which have for their purpose the proper education of the youth of our membership. The Sunday schools and Guilford College are the only organizations supported by our Yearly Meeting, which undertake to lay the foundation for the understanding of the great Christian truths and the relating of those truths to the life and work of our membership.

Upon the Sunday school rests the responsibility of teaching the child those wonderful truths concerning God and the natural world which he sees all about him, and the great lessons concerning the love and Fatherhood of God and his tender regard for the individual boy and girl. Following this the pupils should be taught the lives of Biblical characters so that their minds may be full of examples of how God deals with men and women. Then in the later part of their teens, the young people of our church should come to the college and make a more intensive study of the Biblical literature and of the unfolding of God's purposes throughout the history of mankind. They should study the great doctrines of Christianity, and follow its leaders through the centuries in their struggles for righteousness. They should learn something of science and literature, without which they cannot properly take their places in the work of the church and society.

That our Sunday schools have succeeded in performing the important tasks outlined above no one will contend who has examined any of our Sunday school students. Indeed their ignorance of even the simplest facts concerning the men and literature of the Bible is appalling. Likewise the work of our college in preparing our young people to take up efficiently the work of the church is far short of what we desire. To dwell upon our failures, however, is never a wholesome thing to do. We should be glad that our young members know as much as they do concerning the truths of Christianity and how to apply them to their lives. Also, any one who has traveled over North Carolina Yearly Meeting and has seen the place that those who have been to Guilford are taking in the Christian work of their various communities cannot help but feel that the college has performed a great service for the Yearly Meeting.

I have outlined above the great task that our Bible schools and college should perform. We admit they have fallen far short of accomplishing the work for which they were created. What shall we do? Where is the way to a better condition of things? Should not our Bible schools and our college join as never before in an enthusiastic and persistent effort to prepare a church membership which knows the Gospel truth and which is imbued with the high and holy desire to live these truths and make their beauty known to all the world?

The college should prepare better teachers for our Bible schools and our Bible schools should inspire their pupils with the desire to go to college. Cannot each Bible school try to see that at least one of its members goes to college each year? Only by such united effort shall we ever be able to produce that trained and efficient body of people that will tell powerfully for the establishing of the Kingdom of God in our state and in the larger movements of the world.

Changing the School to Guilford College

The decision to convert the school into a college was not reached suddenly; but came in the order of development. The Civil War, like all wars, was destructive; and especially were the people in the Southern States left, in 1865, with little or no resources for earning a livelihood; and all public schools were totally destroyed. The school at New Gar-

den was kept in operation throughout the war, although it was crippled in resources, and its furniture worn out, and repairs were needed everywhere.

Friends in Baltimore formed immediately upon the close of the war what became known as "The Baltimore Association" for the purpose of bringing relief to Friends and others in North Carolina, who needed assistance to get on their feet again.

Among the leaders of this movement in Baltimore were Francis T. King and Dr. James Carey Thomas. These Friends, especially the first named, made many visits to North Carolina, and became so identified in spirit and purpose with the members of North Carolina Yearly Meeting that their presence in the sessions of the Yearly Meeting held at New Garden, was felt to be a powerful uplift and constant source of encouragement and inspiration. It was through the Baltimore Association that Joseph Moore, the first President of Earlham College, was brought to our State to re-organize the schools in the Yearly Meeting, and he became permanently interested in education in North Carolina, and held at Springfield—now Archdale—the first Normal School held in the State. He was succeeded by Allen Jay, who remained nine years and contributed much toward the upbuilding of the meetings and schools throughout the Yearly Meeting. In 1881 the Baltimore Association turned its attention to the improvement and enlargement of the school; and presented to the Board of Trustees twenty thousand dollars, half of which was to go to the improvement of the buildings, and half to increase the permanent fund. A proposition was also made to the Yearly Meeting to turn over to the college the Yearly Meeting House, which stood on the site of the present library building, and erect a Yearly Meeting House elsewhere. This proposition was accepted, and a long step was taken towards placing the institution on a permanent basis and towards securing an endowment. In 1884 Joseph Moore returned to North Carolina and became Principal of the School and remained four years. At the end of that period it was decided to convert the school into a college. This course had the approval and earnest support of the Baltimore Association; and Francis T. King proposed the name Guilford College, saying this name was in itself pleasing as the name of the county in which the school had won a worthy place among the schools in North Carolina, and would forever localize it in a progressive part of the commonwealth.

Joseph Moore returned to Earlham College, and L. L. Hobbs, who had served the school as Principal or assistant since 1876, was elected Guilford's first president.

Religious Education

Just as it is difficult and probably undesirable to separate secular and religious work (for our religion should underly all our work), just so it is difficult to separate secular and religious education. For the best religious education should have a broad foundation or general education.

The function of the Sunday School is not only to develop religious life and to give an education in the Bible, but to train efficient church workers. The denominational college is properly a continuation of the day school and the Sunday School and actually does carry still further the training of church workers.

Higher education gives the student a knowledge of human nature, both by contact with educated persons and by the study of the great minds of the world, through literature, history and science as well as through the study of the laws of the human mind and of society, for instance in psychology and economics. Surely if anyone needs to understand human nature it is the church worker.

Every meeting in this Yearly Meeting needs more people who can with ease and dignity preside at the clerk's table or over any public gathering, more who can write clear and accurate minutes, more who can write articles for publication or papers for special occasions, more who can plan and carry out interesting programs. All these things a college training helps one to do well.

Besides the direct education, college helps one to learn how to get along with his fellows and how to lead and surely we need more capable leaders.

A well educated person stays young and keeps in touch with young people more easily. A good education will keep one reading and abreast of the times and able to be interesting to young people.

When we are so fortunate as to have a college of our own in this Yearly Meeting certainly every Bible School should be preparing to send each year several of its pupils to Guilford.

Influence of Ideals in Childhood

Our ideal home, our ideal mother, our ideal church, our ideal Sunday School, our ideal life: What are they?

Are they not our idea of the best home or mother, church, Sunday School or life, which we as individuals are able to imagine?

They become our standards of desire, or our ultimate object or aim. Each of us consciously or unconsciously works towards an ideal and measures life and things by ideals.

The child who wishes his father were as kind as some certain friend, as wise as another, and as generous as a third has formed from these characteristics of his elder friends an ideal father with which he perhaps all unconsciously is measuring *his* father

Anything which we admire and do not wholly possess really becomes an ideal. That these ideals may be worthy or unworthy is easily seen, and whether they be good or bad rests with those with whom we live and work, with companions, amusements, books and with the experiences which come to us.

Each child forms most of his first ideals from his parents; he idealizes their ideas, their tastes, their manner and tries to become like them in all things.

If the parents are wise, loving, broad-minded and unselfish his ideals are big and uplifting. They sow in the child's life the seeds or ideals of Christian love, true ambition, service, righteous living, culture and the desire for even better things than they have had.

It is the privilege and duty of parents to so train and direct their children that they may become stronger citizens, better Christians, and more useful members of society than their parents, and only by constantly pointing the way onward and outward can that be done.

Each child should realize early in life that the wisdom of the ages and the great evergrowing truths of science must be his, if he is to live the life which this generation demands.

Positive suggestions help him form these ideals. Any mother who says to her little son or daughter, "You are going to college some day, so we must be planning right away for it," has broadened the life of that child immeasurably. He begins at once to think in terms of college, and his ideals are bigger and worthier.

A tall, lanky, ill-kept man entered a Greensboro store the

other day. He was followed dog-like by an underfed little eight or nine year old boy. After he had made his purchase he stood talking to the clerk, who knew him, and one sentence he said told the bystander all about him, and the lives present and future of his children.

"No, sir, it ain't right; six months of school is too long, we need the children at home."

Poor little son, poor boys and girls at home, what kind of ideals can they have; how can they ever be of use to North Carolina in true service?

Sunday School teachers possess the same power of lifting ideals out of the commonplace.

Talk college; plan college with your pupils, however small, whether you have ever realized your ideal of a college training or not. College should be an ideal in the heart of every child in North Carolina Yearly Meeting.

And because we who love both Guilford College and the Friends Church realize what they mean, we urge you not only to help form the college ideal, but the Guilford College ideal.

We depend upon you, and you upon us.

A Talk With Parents

Parents: Without question your chief interest is your children. They come first. They are the best of all that you have. They are your own flesh and blood. They bear your name, and you expect them to live after you are dead and gone. You expect to live over again in your children, and to renew your youth in them.

You have made many plans for your boys and girls. You intend to do your best for them. You intend to leave them all that you have when you are through with it. Your children have been your joy and your hope. You want them to be good, and as capable as possible. Your hope is that they may even be better, wiser and more prosperous than you yourself. You want them to have many more advantages than you had yourselves. You want them to raise the family at least one notch higher. You want to have the satisfaction when you come to lie down in your last sleep that you have done your best for your children, and that they have made good.

We want to help you in this great and beautiful work. We can help you to make your children all that you want

them to be. But we cannot do it unless you let boys and girls come here.

Have you ever considered giving them a college education? It may be that you only had a very limited education. If that be so, then we are sure that many, many times you have felt your need of more education, and have wished that you might have gone to school longer. We are asking you to give your boys and girls a chance to go to college. Do not say it is out of the question. If your child has normal capacity he can with proper training do all the work we shall ask him to do. College and University men are not unusually clever, they are simply better trained, so we would like you to realize that your boy or girl can get this knowledge if you will do your part towards it. If you have thought of your child quitting school as soon as he has gotten through the grades we seriously ask you to reconsider. Even though he wants to quit and go to work, we want to say to you that that will not be in the best interests of the child.

In these days it is unjust to a child to allow him to quit school when he is thirteen or fourteen. He is quite unprepared for life, and he can never be the man he otherwise would. His mind is not trained. You know that the place to train the mind of the child is at school. There is no institution that can take the place of school. You would not think for one moment of starving your child's body, but is there not just a possibility that you may unintentionally starve the child's mind? The mind needs food and needs training just as the body does. And if your child quits school at an early age his mind is untrained. There can be no doubt at all about this. And is it not a greater wrong to a child to starve its mind than to starve its body.

It may be that none of your family has ever been to college. Well, what of that? That is no reason why none of your family ever should go to college. Wouldn't you like your boy to be the first of the family to go? Just try, and see how proud you will feel. In later years we are sure that you will regard it as one of the finest things you ever did.

It will cost something. Yes, but not much, not so much as you imagine. And, then, are not your children worth any sacrifice? There is nothing that you can do for your children equal to giving them a good education. It is a sacrifice that pays. Do not say that you really cannot afford it.

Just try. It will only be for a few years, and you will be well repaid for the sacrifice.

If you would like to send your child to college, but honestly cannot afford it, let us know, and it is quite possible that without in any way wounding your pride we can show you how it can be done.

And then it is not at all impossible that your boy can put himself through college without any expense to you. Thousands have done so, and are now doing it. And girls, too; though of course it is not so easy for girls to do so. We have a building where the girls do all their own work, cook their meals, take care of their own rooms and do practically everything for themselves. This cuts down the expense and brings it within the reach of every girl.

These are days of increasing competition. Each generation demands a higher standard, and a good education is required. Without this your child will have great difficulty in distinguishing himself. Only education and opportunity can bring out the native ability you have given him; and if he has the training he will find the opportunity, and if the opportunity comes and he does not have the necessary training he cannot accept the chance.

We have a good college at Guilford. The students are just as happy as they can be. The members of the faculty are Christian men and women. We have a charming campus, and it is said to be one of the healthiest places in the South. We will take good care of your child, and we promise you that in every way possible we shall help him to form good habits.

We beg of you to send us your boy and girl for four years and we will let you have them back, after graduation, men and women of whom you and your whole family will be proud. Men and women whose minds are well trained, whose characters are well formed, who will be a credit to your community, and we trust we shall have done something to have made them Christians of whom no one need be ashamed.

GUILFORD COLLEGE.

GUILFORD COLLEGE BULLETIN

CATALOGUE NUMBER
1919-1920

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GUILFORD COLLEGE, N. C.

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JANUARY

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MAY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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CALENDAR

Eighty-Third Academic Year

1919

September 9th Beginning of the Session
Registration and Classification

September 8th, 9th, 10th Opportunity for Removing
Deficiencies by Re-examination

September 10th, Wednesday, 8:20 a. m. Recitations Begin

November 11th First Quarter Ends

November 27th Thanksgiving Recess
Community Singing

December 6th Henry Clay Oratorical Contest

December 20th, 4:00 p. m. Christmas Recess Begins

1920

January 6th, 8:20 a. m. Recitations Resumed

January 10th-24th Mid-Year Examinations

January 26th Second Term Begins

February 14th Zatasian Oratorical Contest

March 15th Examinations for Removing Conditions

March 27th Third Quarter Ends

April 5th Easter Holiday

April 10th Websterian Oratorical Contest

May 15th Philomathean Oratorical Contest

May 25th-29th Final Examinations

May 30th Baccalaureate Service
Sermon Before the Christian Associations

May 31 Senior Class Day
Annual Meeting of the Alumni Association

June 1st Commencement Day
Conferring of Degrees
Commencement Address

Board of Trustees

	Term expires
J. Elwood Cox, High Point, N. C.	1918
Jeremiah S. Cox, Greensboro, N. C.	1918
C. P. Frazier, Greensboro, N. C.	1919
E. C. Mendenhall, High Point, N. C.	1919
David White, Greensboro, N. C.	1920
Dudley D. Carroll, Chapel Hill, N. C.	1920
Chas. F. Tomlinson, High Point, N. C.	1921
Zeno H. Dixon, Elkin, N. C.	1921
N. C. English, Trinity, N. C.	1922
Wm. T. Parker, High Point, N. C.	1922
Henry A. White, High Point, N. C.	1923
D. Ralph Parker, High Point, N. C.	1923

J. Elwood Cox, *Chairman*
David White, *Secretary*

Advisory Committee

Appointed by the Yearly Meeting

	Term expires
Mary D. Cox, High Point, N. C.	1919
Mary E. M. Davis, Guilford College, N. C.	1919
Anna W. Williams, Guilford College, N. C.	1919
Priscilla B. Hackney, Greensboro, N. C.	1920
Roxie D. White, Guilford College, N. C.	1920
Sandia Lindley, Pomona, N. C.	1920
Mary M. Petty, Greensboro, N. C.	1921
Gertrude W. Mendenhall, Greensboro, N. C.	1921
Bertha Cox, High Point, N. C.	1921

Standing Committees of the Trustees

Officers—N. C. English, C. F. Tomlinson, C. P. Frazier.

Literary Department—C. F. Tomlinson, David White, H. A. White.

Boarding Department—C. P. Frazier, D. Ralph Parker, D. D. Carroll.

Farm—W. T. Parker, N. C. English, D. D. Carroll.

Auditing and Finance—J. S. Cox, H. A. White, Zeno Dixon.

Campus and Forestry—D. D. Carroll, David White, D. Ralph Parker.

Lights, Water and Heat—H. A. White, J. S. Cox, W. T. Parker.

Endowment Fund—N. C. English, Chairman; J. Elwood Cox, Treasurer; J. S. Cox, C. P. Frazier, H. A. White.

Committee to Confer with Committee from Yearly Meeting—J. S. Cox, N. C. English, C. P. Frazier.

FACULTY

RAYMOND BINFORD, S. M., PH. D.

BIOLOGY

B. S., Earlham College, 1901; S. M., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph. D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College since 1918.

LEWIS LYNDON HOBBS, A. M., LL. D.

EDUCATION

A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS, A. M.

GREEK AND BIBLICAL LITERATURE

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek, Guilford College, since 1888.

H. LOUISA OSBORNE, A. B.

LATIN AND HISTORY

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, summers 1888-1895, 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Assistant in Latin, Guilford College, since 1892.

HOWARD HAINES BRINTON, A. M.

MATHEMATICS

A. B., Haverford College, 1904; A. M., Haverford College, 1905; A. M., Harvard University, 1909; Mathematical Master, Pickering College, Canada, 1909-1915; Professor Mathematics, Guilford College, since 1915.

ALMA TAYLOR EDWARDS, A. B.

ASSISTANT IN LATIN AND ENGLISH

A. B., Guilford College, 1907; Bryn Mawr College, 1907-1908; Teacher Latin and Mathematics, Chester High School, 1908-1910; Teacher of Latin, Pineland School for Girls, 1910-1914; Assistant in Latin and English, Guilford College, since 1914.

ANNA WILKINS ROBERTS, A. B.

FRENCH

A. B., Bryn Mawr, 1915; Principal Plymouth Friends' School, 1915-1917; French and German, Guilford College, since 1917.

BESSIE V. NOLES, A. B.

HOME ECONOMICS

A. B., Bessie Tift College, 1906; Teachers' College Columbia University, 1915; Librarian and Instructor Bessie Tift College, 1906-1914; Teacher of Home Economics, Salem College, 1915-1917; Teacher of Home Economics, Guilford College, since 1917.

FRANCIS CHARLES ANSCOMBE, A. B.

HISTORY AND BIBLICAL LITERATURE

A. B., Earlham College, 1916; Assistant in Biblical Literature, ibid., 1916; Assistant in English and Graduate Student, ibid., 1917; Graduate Student in Philosophy, History and Hebrew, Johns Hopkins University, 1918-19; Professor of History and Economics, Guilford College, 1918-19.

ELEANOR MAY GIFFORD, A. M.

ENGLISH

A. B., Mount Holyoke College, 1915; A. M., Haverford College, 1918; Teacher of English in Dartmouth High School, 1915-1917; English, Guilford College, since 1918.

MARY WILLARD FOX, A. B., B. S.

CHEMISTRY

B. S., Guilford College, 1914; A. B., Rice Institute, 1916; Teacher of Chemistry, Wilmington College, Wilmington, Ohio, 1917-18; Teacher of Chemistry, Guilford College, 1918-19.

JAMES GROVER CARROLL, A. B.

PHYSICS AND MATHEMATICS

PHYSICAL DIRECTOR

A. B., Wake Forest College, 1908; Graduate Student Columbia University Summer School, 1915-1916; Principal Wingate High School, 1908-1918; Physics, and Assistant in Mathematics and Physical Director, Guilford College, since 1918.

JULIA BALL, F. C. M.

F. C. M., University of the State of New York; Student of Music, New York and Paris; Teacher of Music, Earlham College, 1897-1900; Keuka College, 1900-1907; Guilford College, since 1918.

BADRIG VARTAN GUEVCHENIAN, B. S.

B. S., Keuka College of the University of the State of New York, 1907; Diploma, Music Department, Keuka College; Diploma, Music Department of Summer School, New York University; Studied at Institute of Musical Art, three years; Supervisor of Music in Public Schools, Alpha, O., 1907-8; at Monessen, Pa., 1909-11; Director of Music Department and Vocal Teacher in John B. Stetson University, Florida, 1914-16; Guilford College, since 1918.

ELLA JANE BALL, A. M.

TEACHER OF ENGLISH

A. M., Hillsdale College, Mich.; Graduate Student in Cornell University and Columbia University; Assistant in English, Guilford College, since 1918.

Officers of Administration

DR. RAYMOND BINFORD
President

HOWARD H. BRINTON
Dean

MAUDE L. GAINEY
Treasurer

JULIA S. WHITE
Librarian

NANCY ERA LASLEY
Assistant Librarian

E. EDGAR FARLOW
Business Manager

SARAH E. BENBOW
Matron

ALMA T. EDWARDS
Registrar

ETHEL G. LOVETT
Stenographer

BURTIE E. DIX
Matron New Garden Hall

LUELLA A. KNIGHT
Assistant Matron New Garden Hall

Committees of the Faculty

Executive—Prof. Brinton, Dr. Hobbs, Miss Edwards, Miss Osborne.

Absences—Profs. Brinton and Anscombe, Miss Osborne, Miss Edwards, Miss Fox.

Library—Profs. Davis and Anscombe, Miss Julia White, Miss Edwards, Miss Gifford.

Athletics—Profs. Carroll and Brinton, Dr. Binford.

Girls' Athletics—Miss Roberts, Miss Edwards, Miss Noles.

Discipline—Prof. Brinton, Dr. Hobbs, Miss Edwards, Miss Osborne, Miss Dix.

Social—Miss Osborne, Miss Roberts, Prof. and Mrs. Carroll, Dr. and Mrs. Binford, Prof. Brinton.

Credentials—Profs. Brinton and Carroll, Miss Edwards, Miss Roberts.

Publications—Profs. Anscombe and Brinton, Dr. Hobbs, Miss Edwards, Miss Gifford.

Examinations—Miss Noles, Miss Roberts, Miss Fox, Prof. Carroll.

Campus—Dr. Hobbs, Mr. Farlow, Miss Benbow, Miss Noles.

Debates and Lectures—Profs. Anscombe and Brinton, Miss Gifford, Miss Fox, Dr. Hobbs.

HISTORICAL SKETCH

New Garden Boarding School

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and nineteen years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent a short time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership — a true democracy. Accordingly we find among the Friends of our state early discussions of educational needs and a concern arose in the yearly meeting in 1833 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other States, and notably of George Howland, of New Bedford, Mass. The decision was reached to found a Boarding School of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

Thus was founded New Garden Boarding School, which was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls—and it has been operated from that day forward with no interruption, even during the Civil War.

Guilford College

After fifty-two years of New Garden Boarding School there was a demand for expansion and extension of the course of study. This led to the organization of Guilford College, which was chartered by the State in 1888, with authority to confer academic degrees upon the completion of a college course.

Location

The founders of the school were careful to select a central locality, well reputed for healthfulness of climate, removed from immoral influences or distractions of any kind. A farm six and one-half miles west of Greensboro was chosen in the midst of a progressive neighborhood. The College is one mile from the railroad station, on the line from Greensboro to Winston-Salem. Here the School and College were founded in the midst of a most beautiful campus of more than thirty acres, well set in native oaks, gums and poplar trees. For nearly eighty-two years the institution has flourished and developed.

Material Equipment

Farm and Campus

The College property consists of two hundred and ninety acres of campus, field and woodland. The campus and athletic fields occupy about thirty acres. About half of the remainder has been cleared, most of which has been built up by a splendid system of cultivation. A fine herd of carefully selected grade Guernsey cattle is housed in a well appointed dairy barn to the east of the campus. The college table is supplied abundantly with milk and butter of the highest grade. An increasing effort is being made by the farm management to supply the major portion of the vegetables and fruits, both fresh and canned, which the college family uses during the year. The farm and dairy equipment and management are thoroughly modern in every respect and are valuable object lessons for students interested in agriculture.

The campus with its fine old oaks is the peer of any in the state. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

Founders Hall

On entering the grounds at the "1909" gateway one sees the white pillars of Founders Hall at the end of the long vista down the drive. This is the oldest building of the group. It was erected in 1837. In

1908 it was entirely remodeled and the second and third floors equipped as a modern dormitory for girls. On the first floor are the dining room, the halls of the Philomathean and Zatasian Literary Societies, the Matron's rooms, reception rooms, book store and offices of the Guilfordian, the College Treasurer, and the Business Manager. On the second floor is a large assembly room for the Young Women's Christian Association.

Archdale Hall

This hall was erected in 1886 and was named in memory of the Quaker Governor, John Archdale. It is used as a boys' dormitory and will comfortably accommodate forty-eight young men.

Y. M. C. A. Hall

This hall was built in 1891 to accommodate the Young Men's Christian Association. Recently the interior of this building has been remodeled. The Y. M. C. A. room has been enlarged and improved. The upper floor has been made into two handsomely equipped literary society rooms, for the Websterian and Henry Clay Societies.

Memorial Hall

Benjamin N. and James B. Duke, who were educated at New Garden Boarding School, gave ten thousand dollars with which to erect a hall to accommodate the Science departments and also to supply an auditorium. This building was erected in 1897, and is

named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon.

This building contains the President's office, the Dean's office, the Chemistry Laboratory and Lecture Rooms, the Biology Laboratory, the Home Economics Laboratory, the Music Department, the Auditorium, and the Museum.

New Garden Hall

This building was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of the girls who desire an education, and who are willing to help themselves by doing their own work, thus lessening their expenses. The Hall has every convenience of a modern home. It has rooms for forty-eight girls, besides a reception room and living rooms for the matron.

The Library

This building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in all its appointments, having a fire-proof stack room, with steel shelving, and a large vault in which are stored many valuable manuscripts of North Carolina Quaker annals. The reading room is large and well lighted and is an ideal place for study.

The original Library was destroyed by fire in 1908, only about one thousand volumes being saved. The primary object in restocking the Library has been to make it most available for use, hence our facilities for reference work are especially worthy of comment. The Library is intended to be, and is well fitted to be,

the workshop of the College, the center of its intellectual life.

There are now over ten thousand volumes in the Library and these are in use daily by students and persons connnected with the College. A large donation has come recently, consisting of the entire library of Anna Yarnall, of Philadelphia. The reading room is well supplied with the state papers, and the best of magazines and periodicals representing general literature and the special departments.

King Hall

The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains eight large class rooms, and the Physics Laboratory.

Cox Hall

Cox Hall is a dormitory for young men. The three centre sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms, and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams. No expense has been spared to make Cox Hall artistic both inside and out and to provide it with every modern convenience.

The Church

The large meeting house was erected in 1912 to accommodate the sessions of the Yearly Meeting. It serves for the regular religious meetings of the College community.

The Gymnasium

The Gymnasium contains an excellent basketball floor 50 x 76 feet. There are two galleries giving ample room for spectators at intercollegiate contests.

Athletic Fields

The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs' Athletic Field is a carefully graded tract of ground of three acres, perfectly adapted to football, soccer, baseball and track. It is surrounded by a quarter mile running track with a 100-yard straightaway.

There are ten sand-clay tennis courts on the campus, giving ample room for all to play who desire to do so.

The girls' athletic grounds are situated to the west of New Garden Hall and comprise tennis courts and a basketball field.

The Laboratories

The College possesses four laboratories: Chemistry, Physics, Biology, and Domestic Science. These laboratories, comfortably situated in large, well lighted rooms, are well equipped with modern appara-

tus and offer every facility for elementary or advanced work.

All the College buildings are heated with steam and lighted with electricity. The College possesses its own electric light and heating plant. The supply of pure water from a well 364 feet deep is a means of promoting good sanitary conditions. An elaborate sewage disposal plant has recently been installed. The location of the College in the Piedmont section of the state, one thousand feet above the sea, may be considered part of the material equipment.

The various material resources outlined above have been made possible by the generosity and aid of a large circle of friends of Guilford College, and everything has been done with a view to giving young women and young men a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an educational center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for

their own sakes and for the sake of all those whose lives they will in any way affect.

Policy and Ideals

The founders of the College desired to establish an Institution where a broad liberal culture might be secured with homelike surroundings and under religious influences. The history of the College has continuously demonstrated that these ideals have been attained to an unusual degree. An education which has for its sole object the increasing of the earning power of the student has no place at Guilford, for while this object is not lost sight of in the rigid mental training that is given and in the various professional courses which are offered, yet an earnest effort is made to combine with an increase in ability an increase in spiritual insight and a widening of the mental horizon.

Although Guilford College cannot properly be classed as a professional school, yet the College is abundantly prepared to give in its well equipped and up-to-date laboratories, thorough scientific training for advanced professional study. The immature student gains the advantage of the intimate personal oversight of the faculty such as is possible in a small college only.

In accordance with the ideals outlined above, the course is designed to include something of every important phase of human knowledge, but the requirement is also made that one subject be studied with

sufficient thoroughness to make that a life work if desired.

A good many Guilford students teach and the excellent reputation which the graduates of the College have acquired in this work has been due to the fact that it is insisted on that a student is not prepared to teach unless a thorough knowledge of the subject to be taught is gained. A sufficient number of courses in Education are offered to give the student a proper professional training and satisfy all the State requirements, but these courses are not multiplied at the expense of those subjects which make a well stocked mind the greatest asset in a school room.

Thoroughness in all things and a serious effort to avoid all sham and pretense have characterized the policy of the College since the beginning.

Religious Exercises

Although under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote a positive healthy religious life.

All students are required to attend the regular meetings for worship held once a week.

The Y. M. C. A. and Y. W. C. A., in which nearly every student is enrolled, are very active organizations, and through their weekly prayer meetings, Bible classes, Mission Study classes, etc., exercise a helpful and uplifting influence.

Endowment

The encouragement to make still greater provision for the future which has been received from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds. From an early period the school has had assistance in a financial way; but in more recent years the donations to the endowment have been greatly augmented.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving $45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College $25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave $15,000 to the endowment, making their total donations to Guilford $25,000. Among the benefactors is Samuel Hill, who gave $5,000 in memory of his father, Nathan B. Hill, and $6,000 subsequently for improvements in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of $5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of

$12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of $5,000 is in memory of Francis White, who, in his lifetime, gave assistance and great encouragement to the work of education in North Carolina.

The Jonathan E. Cox Fund of $3,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin Fund of $1,300 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson Fund of $1,500—a scholarship fund.

The Richardson Fund of $2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of $1,000, by will of Fowell B. Hill—Endowment.

The Ezra Murray Meader Fund of $1,000, by will of Elizabeth Meader White — for mathematical department.

The Francis T. King Fund of $5,000, by will of Francis T. King—for care of buildings and campus.

The Wells Fund of $1,000—scholarship fund.

The Doctor Dicia Baker Fund of $5,000, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of $500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The total sum of permanent funds—those named above, and others—is $181,392.90. The plant, including the endowment, is now worth nearly half a million dollars.

REQUIREMENTS FOR ADMISSION

Candidates for admission to the Freshman Class must have four years of high school preparation or a full equivalent. A chief cause of failure in college work is unsatisfactory preparation, and a thorough knowledge of preparatory subjects is absolutely essential before taking up the work of the college course.

Applicants will be admitted without examination upon presentation, on or before the opening of the college year, of a Certificate of Admission from an accredited high school. Blank certificates will be furnished on application to the College and should be filled out and sent in some time during, or before, the summer vacation. It is important that this be done as early as possible as it is difficult to secure records from teachers while on their vacations. The Certificates of Admission must be filled out and signed by the Principal of the school from which the applicant comes. If two or more high schools have been attended, a certificate must be secured from each one.

Examinations will be required before credit is given for any subject which has not been properly certified.

Students coming from accredited schools, if recommended in fourteen units in which the required units are included, are given unconditional Freshman standing. Conditional Freshman standing is given to students presenting twelve units. Classes are formed

at the College by which deficiencies in preparation may be removed. A high school course taken for one school year is valued at one unit.

Students coming from other institutions must present a letter of honorable dismissal and a certificate of good moral character.

Credits allowed on credentials are in all cases conditional. A student thus admitted has only probationary standing for the first term and the period of probation may be prolonged if the work is unsatisfactory.

Preparatory Subjects Required for Entrance

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
Foreign Languages	4	units
History	1	unit
Electives	3½	units

Not less than two units will be accepted in any one language, unless presented as an elective.

For groups AI, AII and AIII four units of Latin must be presented.

Not more than three units will be accepted in History.

Students entering courses BI, BII and BIII are urged to present French or German for entrance if possible.

The electives must be selected from the following list:

Table of Subjects Accepted for Entrance

SUBJECTS	TOPICS	UNITS
English A	Grammar and Analysis	1
English B	Composition and Elementary Rhetoric	1
English C	Selections of Literature	1
Mathematics A	Algebra to Quadratics	1
Mathematics B	Advanced Algebra	½ or 1
Mathematics C	Plane Geometry, complete	1
Mathematics D	Solid Geometry	½
Mathematics E	Trigonometry	½
History A	Ancient	1
History B	Mediæval and Modern	1
History C	English	1
History D	American	1
Latin A	Grammar and Composition	1
Latin B	Cæsar, four books and Composition	1
Latin C	Cicero, four orations and Composition	1
Latin D	Virgil, four books and Composition	1
Greek A	Grammar and Composition	1
Greek B	Xenophon, four books	1
German A	Grammar and Composition	1
German B	Reading and Exercises	1
French A	Grammar and Composition	1
French B	Reading and Exercises	1
Science A	Physical Geography	½ or 1
Science B	Chemistry	1
Science C	Physics	1
Science D	Physiology	½
Science E	Botany	½ or 1
Science F	General Science	½ or 1
Civics	Civil Government	½

Applicants for admission who desire entrance credit for such vocational subjects as Agriculture, Bookkeeping, Commercial Geography, Commercial Arithmetic, Stenography and Typewriting, Mechanical Drawing and Manual Training, will receive such credit only after a special investigation has been made. A complete record of the work done must be submitted and passed upon by the committee on credentials. Not more than one unit for one subject or two units altogether will be given for subjects in this list.

Specifications Regarding Entrance Units

Civics

Civics One-half Unit

A general study of the Constitution of the United States and the organization of the executive, legislative and judicial departments of the government; the division of governmental functions between the national and state governments; and the organization and operation of the state governments.

English

English A—Grammar and Analysis One Unit

Spelling, parts of speech, inflection, syntax, structure of sentences, punctuation, use of capital letters, elementary composition.

English B—Composition and Elementary Rhetoric One Unit

Choice of words and their mutual relations, paragraphing and form, different kinds of composition, including letter writing, narration, description, exposition. Abundant practice in composition, with readings from masterpieces of American Literature.

English C—Reading and Literature One Unit

REQUIRED FOR STUDY

One selection from each of the following groups:

GROUP I.—DRAMA.

Julius Caesar; Macbeth; Hamlet.

GROUP II.—POETRY.

Milton's *L'Allegro, Il Penseroso,* and either *Comus* or *Lycidas;* Tennyson's *The Coming of Arthur, The Holy Grail,* and *The Passing of Arthur;* the selections from Wordsworth, Keats and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

GROUP III.—ORATORY.

Burke's speech on *Conciliation with America;* Macaulay's speech on *Copyright,* and Lincoln's Spech at Cooper Union; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration.*

GROUP IV.—ESSAYS.

Carlyle's essay on *Burns,* with a selection from Burns' Poems; Macaulay's life of *Johnson;* Emerson's essay on *Manners.*

REQUIRED FOR READING

Two from each of the following groups:

GROUP I.—CLASSICS IN TRANSLATION.

The Old Testament, comprising at least the chief narrative episodes in *Genesis, Exodus, Joshua, Judges, Samuel, Kings* and *Daniel,* together with the books of *Ruth* and *Esther;* Homer's *Odyssey,* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad,* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Æneid.* The *Odyssey, Iliad,* and *Æneid* should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP II.—SHAKESPEARE.

Shakespeare's *Midsummer Night's Dream; Merchant of Venice; As You Like It; Twelfth Night; The Tempest; Romeo and Juliet; King John; Richard II; Richard III; Henry V; Coriolanus; Julius Caesar; Macbeth; Hamlet.*

N. B.—The last three only if not chosen for study.

GROUP III.—PROSE FICTION.

Malory's *Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress,* Part I; Swift's *Gulliver's Travels* (*Voyages to Lilliput* and *to Brobdingnag*); Defoe's *Robinson Crusoe,* Part I; Goldsmith's *Vicar of Wakefield;* Frances Burney's *Evelina;* Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's *Castle Rackrent* or *The Absentee;* Dickens' Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell's *Cranford;* either Kingsley's *Westward Ho!* or *Hereward the Wake;* Read's *The Cloister and the Hearth;* Blackmore's *Lorna Doone;* Hughes's *Tom Brown's School Days;* either Stevenson's *Treasure Island,* or *Kidnapped,* or *The Master of Ballantrae;* Cooper's Novels, any one; Poe's *Selected Tales;* either Hawthorne's *The House of the Seven Gables,* or *Twice Told Tales,* or *Mosses from an Old Manse;* a collection of short stories by various standard writers.

GROUP IV.—ESSAYS, BIOGRAPHY, ETC.

Either the Sir Roger de Coverley Papers or Selections from the *Tatler* and the *Spectator* (about 200 pages); Boswell's Selections from *The Life of Johnson* (about 200 pages); *smith;* Southey's *Life of Nelson;* Lamb's Selections from *The Sketch Book* (about 200 pages), or *The Life of Goldsmith;* Southey's *Life of Nelson;* Lamb's Selections from *The Essays of Elia* (about 100 pages); Lockhart's Selections from *The Life of Scott* (about 200 pages); Thackeray's Lectures on Swift, Addison, and Steele in *The English Humorists;* Macaulay, one of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great* or *Madame d'Arblay;* Trevelyan's Selections from *Life of Macaulay* (about 200 pages); either Ruskin's *Sesame and Lilies* or Selections (about 150 pages); Dana's *Two Years Before the Mast;* Lincoln's Selections, including at least the two *Inaugurals,* the *Speeches in Independence Hall* and at *Gettysburg,* the *Last Public Address,* and *Letter to Horace Greeley,* together with a brief memoir or estimate of Lincoln; Parkman's *The Oregon Trail;* Thoreau's *Walden;* Lowell's Selected Essays (about 150 pages); Holmes's *The Auto-*

crat of the Breakfast Table; Stevenson's *Inland Voyage* and *Travels with a Donkey;* Huxley's *Autobiography* and selections from *Lay Sermons,* including the addresses on *Improving Natural Knowledge, A Liberal Education,* and *A Piece of Chalk;* a collection of essays by Bacon, Lamb, DeQuincy, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP V.—POETRY.

Palgrave's *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study.); Goldsmith's *The Traveler* and *The Deserted Village;* Pope's *The Rape of the Lock;* a collection of English and Scottish ballads, as, for example, some Robin Hood ballads, *The Battle of Otterburn, King Estmere, Young Biechan, Bewick and Grahame, Sir Patrick Spens,* and a selection from later ballads; Coleridge's *The Rime of the Ancient Mariner, Christobel,* and *Kubla Khan;* Byron's *Childe Harold,* Canto III or IV, *The Prisoner of Chillon;* Scott's *The Lady of the Lake* or *Marmion;* Macaulay's *Lays of Ancient Rome, The Battle of Naseby, The Armada,* and *Ivry;* Tennyson's *The Princess* or *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—,"* and *Instans Tyrannus;* Arnold's *Sohrab and Rustum,* and *The Forsaken Merman;* selections from American poetry, with special attention to Poe, Lowell, Longfellow, and whittier.

French

French A—Grammar and Composition One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 150 pages of texts suitable for first year work.

French B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from French into English and English into French, and about 300 to 400 pages of texts suitable for second year work, along with written exercises in prose composition.

German

German A—Grammar and Composition ... One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 100 pages of texts suitable for first year work.

German B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from German into English and English into German, and about 300 pages of texts suitable for second year work, along with written exercises in prose composition.

Greek

Greek A—Grammar and Composition One Unit

The forms, inflections, and idioms of Attic prose, syntax, prose composition—one year's work.

Greek B—Xenophon One Unit

Four books of Xenophon's Anabasis, study of Greek irregular verbs, syntax, translation of Greek into English and English into Greek.

History

In all of the following work a knowledge of historical geography is required. Not more than three units of credit in history will be accepted, the selections to be made from the following:

History A—Ancient One Unit

History of Greece to the death of Alexander, and history of Rome to the overthrow of the empire of the west, or to the death of Charlemagne.

History B—Mediæval and Modern One Unit

The general history of western Europe from the fifth century, or from the division of Charlemagne's empire to the close of the nineteenth century.

History C—English One Unit

The political and social history of England from the period of the Roman occupation to the present day.

History D—American One Unit

A general outline of United States history, including the period of discovery and settlement, the growth of the English colonies, the French and Indian wars, the revolution and the adoption of the constitution, the growth and expansion of the Union, the slavery conflict, the Civil War and reconstruction, and the recent development of the nation.

Latin

Latin A—Grammar and Composition One Unit

Pronunciation, accent, quantity, thorough drill in forms, word formation, syntax, translation of elementary Latin sentences into English, elementary exercises in Latin Prose composition.

Latin B—Cæsar One Unit

First four books of Cæsar's Gallic War, thorough knowledge of its subject matter, familiarity with forms and construction, continued practice in Latin prose composition.

Latin C—Cicero One Unit

Cicero's Orations against Catiline; continued practice in prose composition.

Latin D—Virgil One Unit

Four books of Virgil's Æneid, forms and construction of poetry, hexameter verse, continued practice in prose composition.

Mathematics

Mathematics A and B—Algebra
One and One-Half or Two Units

Covering the four fundamental operations of algebra, factoring, highest common factor and lowest common multiple, fractions, simple equations, simultaneous simple equations, involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions.

Mathematics C—Plane Geometry One Unit

Five books and numerous original exercises taken from other sources.

Mathematics D—Solid Geometry One-half Unit

With original exercises and problems.

Science

Science A—Physical Geography One-half of One Unit

The knowledge obtainable from a standard school text-book on this subject, field work.

Science B—Chemistry One Unit

Including class room and laboratory work in the elements of chemistry. At least five exercises a week for one school year. A notebook should be presented.

Science C—Physics One Unit

Any standard school text-book, including class work with lecture demonstrations, problem work and simple laboratory experiments.

Science D—Physiology One-half Unit

A standard school text-book, with demonstrations and simple experiments. Special attention should be given to such practical subjects as sanitation, diet, and personal hygiene.

Science E—Botany One-half or One Unit

Any standard school text-book, recitations and laboratory or field work in general botany.

Science F—General Science ... One-half or One Unit

Any standard school text-book, recitations and laboratory work.

Admission to Advanced Standing

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

Special Students

Persons of mature age who are not candidates for a degree, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared.

Regulations Regarding Re-Examinations

Opportunities for the removal of First Term conditions will be given in April and in September.

Opportunities for the removal of Second Term conditions will be given in September and in January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of two dollars will be charged against the student at the next regular re-examination period. A student who, after two opportunities, has failed to remove a condition, shall repeat the course; the repeated course taking precedence over all other courses.

A student in applying for a re-examination must inform the Dean at least two weeks before the date of examination.

Grading of Students

A student's standing is determined by daily recitations, hour examinations and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous term. The grades attained are indicated by the letters, A, B, C, D, and E. A indicates a grade from 91 to 100; B from 81 to 90; C from 71 to 80; D from 50 to 70; and E below 50. The numerical grades do not appear on the reports. A D grade for the term's work indicates a failure, with the privilege of passing the course by re-examination. An E grade for the term indicates that the course must be repeated.

All serious breaches of discipline, including all unexcused absences from classes will be recorded on the reports.

No student shall be allowed to change his course later than two weeks from time of matriculation without consent of the Dean and the heads of the departments concerned.

COURSE OF STUDY

The course of study includes both required and elective subjects, so combined that the student may specialize in one field and at the same time acquire that general culture and breadth of knowledge which comes from a variety of studies.

The courses are valued by the term hour which equals one recitation hour a week for a term (half year). To obtain a degree a student will be required to complete a minimum of 126 term hours.

The following outline will indicate what subjects are required and what are elective:

Curriculum

FRESHMAN YEAR

English Ia and Ib 3 hours each term
Mathematics Ia, Ib and Ic 5 hours each term
Select two of the following, of which one must be a language, and the other a language, a science or a history:
Latin I and II 4 hours each term
German A or I 4 hours each term
French A or I 4 hours each term
Greek I 4 hours each term
Chemistry I 4 hours each term
History I or II 3 hours each term

SOPHOMORE YEAR

English II 2 hours each term
History I or II 3 hours each term

Select twelve hours from the following, of which four must be in foreign language and four in science:

Latin III or IV	4 hours each term
German A or I	4 hours each term
French A or I	4 hours each term
Greek I or II	4 hours each term
Chemistry I or II	4 hours each term
Physics I	4 hours each term
Biology I	4 hours each term
Mathematics II	4 hours each term
Cookery I	3 hours each term
Housework	1 hour each term

JUNIOR YEAR

Biblical Literature	4 hours each term
Biology I	4 hours each term
Electives	8 hours each term

SENIOR YEAR

Psychology	3 hours first term
Logic	2 hours second term
Electives	13 hours first term 14 hours second term

Rules Governing Electives

In choosing electives the student must take at least three years' work in one subject known as the major subject. For the major subject the student has seven choices, each one corresponding to one of the groups outlined below. When a group is selected its requirements as outlined must be rigidly adhered to. It is better to choose a group upon entrance to the Sophomore year. This choice cannot be postponed later than entrance to the Junior year.

The program of recitations will conform to the groups and conflicts will be avoided if the student elects each study in that particular year of the college course when the outline indicates it should be taken.

Either Chemistry I or Physics I must be chosen during the Freshman and Sophomore years for the A. B. degree and both must be chosen for the B. S. degree in groups BI and BII.

For the A. B. degree a student must elect two years of either French or German and for the B. S. degree in Groups BI, BII and BIII he must have had Course A or an equivalent in both languages and Course I in either of the languages. For the B. S. degree in Group BIV the student must elect two years of a foreign language.

Degrees

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group AI, AII, or AIII, and the degree of Bachelor of Science on any student who satisfactorily completes Group BI, BII, BIII, or BIV.

Group AI—Ancient Classical

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
Livy	4	Tacitus	4
Greek	4	Greek	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
Latin	4	Latin	4
Greek	4	Greek	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4

JUNIOR

Ancient Language	4	Ancient Language	4
Biology I	4	Biology I	4
German or French	4	German or French	4
Biblical Literature	4	Biblical Literature	4

SENIOR

Psychology	3	Logic	2
Ancient Language	3	Ancient Language	3
German or French	4	German or French	4
Electives	6	Electives	7

Group AII—English Classical

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
Livy	4	Tacitus	4
German or French	4	German or French	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4
Latin	4	Latin	4

JUNIOR

English	3	English	3
Biblical Literature	4	Biblical Literature	4
Biology I	4	Biology I	4
Electives	5	Electives	5

SENIOR

Psychology	3	Logic	2
English	3	English	3
Electives	10	Electives	11

Group AIII—Political Science

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
French or German	4	French or German	4
History or Livy	3 or 4	History or Tacitus	3 or 4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4
Electives	4	Electives	4

JUNIOR

History IIIa or IV	3	History IIIb or IV	3
History V	2	History VI	2
Biology I	4	Biology I	4
Biblical Literature	4	Biblical Literature	4
Electives	3	Electives	3

SENIOR

Economics	3	Economics	3
Psychology	3	Logic	2
Sociology	2	Political Science	2
English	3	English	3
Electives	5	Electives	6

Group BI—Chemistry

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Chemistry II	4	Chemistry III	4
Physics I	4	Physics I	4

JUNIOR

Chemistry IV	4	Chemistry IV	4
Biology I	4	Biology I	4
* Electives	8	* Electives	8

SENIOR

Psychology	3	Logic	2
Biblical Literature	4	Biblical Literature	4
Chemistry or Electives	4	Electives	9
Electives	4		

* See modern language requirement, page 39.

Group BII—Mathematics and Physics

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Mathematics II	4	Mathematics II	4
Physics I	4	Physics I	4

JUNIOR

Mathematics III	4	Mathematics III	4
Biblical Literature	4	Biblical Literature	4
* Electives	8	* Electives	8

SENIOR

Mathematics IV or Physics	3	Mathematics IV or Physics	3
Psychology	3	Logic	2
Biology I	4	Biology I	4
Electives	6	Electives	7

Group BIII—Biology

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Biology I	4	Biology I	4
* Electives	4	* Electives	4

JUNIOR

Biology	4 or 5	Biology	4 or 5
Organic Chemistry	3	Organic Chemistry	3
Biblical Literature	4	Biblical Literature	4
Electives	5 or 6	Electives	5 or 6

SENIOR

Biology	4 or 5	Biology	4 or 5
Psychology	3	Logic	2
Electives	8 or 9	Electives	9 or 10

* See modern language requirement, page 39.

Group BIV—Home Economics

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
Chemistry I	4	Chemistry I	4
German, French or Latin	4	German, French or Latin	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German, French or Latin	4	German, French or Latin	4
Elementary Cookery	3	Elementary Cookery	3
Housework	1	Home Nursing	1
Chemistry VI	4	Physics VI	4

JUNIOR

Advanced Cookery	2	Advanced Cookery	2
Home Sanitation	2	House Furnishing	2
Biology I	4	Biology I	4
Biblical Literature	4	Biblical Literature	4
Electives	4	Electives	4

SENIOR

Psychology	3	Logic	2
Experimental Cookery	2	Dietetics	2
Food Industries	2	Household Managament	2
Electives	9	Biology VII	3
		Electives	7

DEPARTMENTS OF INSTRUCTION

Biblical Literature

BIBLICAL LITERATURE.—The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetical writings during the Fall term. The Spring term is devoted to the study of the four Gospels. Four hours a week. One year. Required of all students in their Junior or Senior year.

THE HEBREW PROPHETS.—This course is designed to give the student an introduction to the personalities, methods and accomplishments of the Hebrew prophets. Commencing with the Book of Judges, the development of Monotheism and Judaism is traced until the Restoration. The prophet is shown to be a man of his own age as well as a man of God. The historical situation is determined when possible and the permanent spiritual message is examined. Textbook, lectures and reports. Four hours a week. Fall term. Not given 1919-1920.

LIFE OF CHRIST.—A reverent scholarly examination of the Life of Lives. Burton and Stevens' Harmony of the Gospels is used. Open to all students of college standing. Four hours a week.

THE APOSTOLIC CHURCH.—In this course a study is made of the Acts and Epistles. The development of Christian thought is traced from the time of Pentecost to the end of Paul's missionary labors. Lectures, assigned readings, and reports. The class is conducted on the seminar method. Three hours. First term.

THE HISTORY OF THE CHRISTIAN CHURCH.—This course takes up in turn the epochs of the Christian Church from the close of the Apostolic period down to the end of the seventeenth century. Various historic interpretations of Christianity are studied in detail, including particularly the Greek, the Latin, the Lutheran and the Quaker conceptions. Lectures, assigned readings and reports. Seminar method. Three hours. Second term.

PASTORAL WORK.—This course covers such topics as will be helpful to prospective ministers and missionaries or other Gospel workers. The lessons presented have their central thought in the importance and ideal of Preaching and Scriptural Authority for the same. Care is given to emphasize methodical study and preparation, also methods and manner of delivery.

Some attention is given the physical side of preaching.

Preparation of outlines on Biblical themes forms a part of the pupil's work.

GREEK NEW TESTAMENT.—This course is given to second and third year Greek students as part of the regular courses in Greek. Translation and explana-

tion of the Greek text of selected readings from the New Testament. Four hours per week. Second half year.

Religious Training

Other courses in religious instruction are being planned and will be announced in a special bulletin. They will consist of training for Bible school workers, community and missionary work. The purpose will be to train people for religious service and usefulness in their home neighborhood.

Biology

The department of Biology, with which has been incorporated the Museum of Natural History, occupies a well lighted room on the first floor of Memorial Hall and shares with the department of Chemistry a large lecture room in the same building. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 x 60 feet, is well equipped for all of the courses offered. The working tables provide for twenty students at one time, each student furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials and apparatus for both elementary and advanced work in histology, anatomy, cytology and embryology; of collecting apparatus and small aquaria and of a large teaching collection of biological specimens. This collection embraces a wide

series of geological specimens, minerals, formations and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

I. GENERAL BIOLOGY consists of a study of the general facts, processes and laws that govern the existence of living things. Both plants and animals will be studied. Their structure will be observed, their life-history worked out and the life-processes learned. One finds in this course those fundamental facts which make it possible to understand one's own body. The principles of organization and cooperation are also discussed. Two lectures and two laboratory periods a week, throughout the year.

II. COMPARATIVE ANATOMY OF THE VERTEBRATES AND GENERAL EMBRYOLOGY.—In this course the structure of the different types of vertebrate animals is studied and the principles of evolution discussed. In the spring the development of a vertebrate animal from the egg to adult form is followed, the chick being used as the chief example for observation. Two lectures and two laboratory periods a week throughout the year.

III. ADVANCED BIOLOGY.—Courses in morphology or physiology of plants or in cytology, histology and heredity or in bacteriology will be offered according to the wishes of students who are prepared to take them. Three hours a week throughout the year.

IV. HEREDITY AND EVOLUTION.—Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into a consideration of the evolutionary theory. Two lectures a week throughout the year. Open to Juniors and Seniors or to those who have had General Biology.

Chemistry

The Chemistry Department is located in two large rooms and a smaller advanced laboratory in Memorial Hall, the whole furnishing satisfactory laboratory facilities for fifty students. The laboratories are supplied with water, gas, light, electricity and compressed air. Up-to-date apparatus has recently been increased materially, and all necessary requirements for accurate and efficient analyses are at hand. An exhibit of various commercial chemical products and raw materials has been started and will be enlarged. Recent chemical journals and a chemical library of over 150 volumes give a valuable working reference library. The full amount of chemistry necessary for pursuing a medical course or entering industrial chemistry is offered.

I. GENERAL CHEMISTRY.—This course consists of a thorough study of the more important elements and their compounds. The laboratory work takes up the preparation and study of the properties of the non-metallic elements and their compounds. Required Sophomore year of all students electing the Chemistry Group, and Junior year of all students electing the

Physics and Mathematics Group. No credit will be given for a half year's work in this course. Two lectures or recitations and two laboratory periods per week. Four hours, the entire year.

Text.—Alexander Smith, General Chemistry for Colleges.

II. QUALITATIVE ANALYSIS.—This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals. One lecture and three laboratory periods each week. Prerequisite, Chemistry I. Four hours. First term.

Texts.—Medicus, Qualitative Analysis.

III. QUANTITATIVE ANALYSIS.—Analysis of pure salts and ores are made by gravimetric and volumetric methods. Lectures, laboratory and stoichiometric exercises. One lecture and three laboratory periods each week. Prerequisites, Chemistry I and II. Four hours. Second term.

Texts.—Foulk, Quantitative Analysis.

IV. ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivatives. There will be two lectures or recitations and one laboratory period of three actual hours per week. This course is required of all students in the Chemistry and Biology Groups and will be essential to students of medicine. Three hours all year.

Text.—Remsen, Organic Chemistry.

V. ADVANCED ORGANIC CHEMISTRY.—This is a continuation of Course III, and consists of the analysis of water, iron, steel, fertilizers, etc. Laboratory and consultation. Two hours or more throughout the year.

VI. CHEMISTRY OF FOOD AND NUTRITION.—This course comprises a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials are taken up. Lectures, laboratory work and outside reading. Prerequisite, Chemistry I. Four hours. First half year.

Text.—Sherman, Chemistry of Food and Nutrition.

In all courses in Chemistry, except Course IV, one laboratory period consists of two and one-half actual hours.

A breakage fee of $1.00, which is included in the term fee, is required of all students in the Chemistry Department.

Education

The courses in this department are designed to meet the requirements of the state board of examiners for those who are making preparation to teach either in the elementary or secondary schools. Students who complete the course will be enabled to receive the

high school principal's certificate without further examination. Students desiring sufficient professional credits to exempt them from examination should elect twelve semester hours. Six of these should be elected during the Junior and six during the Senior year.

EDUCATION I.—History and Principles of Education. This course begins with a general history of Education, given by lectures and readings, reference being made to the more comprehensive histories in the college library. It concludes with a study of some of the applications of modern educational theory and practice as worked out in country and city school systems. Occasional theses are required. This course also includes a careful study of North Carolina school law. Three hours, first half year. Junior year.

EDUCATION II.—The American High School. This course deals with the evolution, organization and administration of the American High School. Among the text-books used are: "The American High School," by Dr. J. F. Brown; "The High School Age," by Irving King; "High School and Class Management," by H. A. Hollister; and "Educational Resources of Village and Rural Communities," by J. K. Hart. School hygiene is also studied, the basis of the work being a treatise on the subject by Dr. Fletcher B. Dressler. Three hours per week, second half year. Junior year.

EDUCATION III.—Psychology. A course in general Psychology seeking to cover the field of mental facts and processes, supplemented by readings and lectures.

Three hours a week. Fall term. Required of all Seniors.

Text.—James' Psychology, Briefer Course.

EDUCATION IV. — Methods of Teaching. This course begins with a direct application of psychological principles to education. James' "Talks to Teachers," and Hamilton's "Recitation," are used as textbooks. By a discussion of these texts in class with special reference to method as denoted by such expressions as Induction and Deduction, Analysis and Synthesis, a *posteriori* and a *priori* knowledge, much valuable instruction is given that will be useful to those who wish to prepare themselves for teaching. The fact is never lost sight of that knowledge of the subject to be taught is an absolutely necessary preparation for successful teaching and is the fundamental factor. Three hours. Second half year.

English

English I*a* and *b* are required of all Freshmen; English II*a* and *b* are required of all Sophomores. These two courses are prerequisite for all other courses, which are elective.

A student, although having completed the work usually required in English, must take more work suited to his needs, provided any instructor, supported by the Department of English, reports that student as habitually using poor English, either written or spoken.

I*a* and *b*. ENGLISH COMPOSITION COURSE. — The first quarter is devoted chiefly to eliminating elementary faults in the construction of sentences and of paragraphs. Correct expression is insisted upon as essential. The remaining work of the year consists in reading with analysis by outlining, and in theme writing. These courses place special emphasis on the writing of exposition, though some practice is given in the writing of descriptions and of short stories. Four hours, throughout the year.

II*a* and *b*. SOPHOMORE ENGLISH LITERATURE.—A historical outline of English literature from Chaucer to Tennyson. The purpose of the course is to train the student to read with rapidity and with intelligent appreciation. A comprehensive view of English literature as a preparation for the more detailed study in the elective courses of the Junior and Senior years is given. The chief authors read are Chaucer, Spenser, Marlowe, Shakespeare, Milton, Dryden, Pope, Defoe, Swift, Gray, Wordsworth, Coleridge, Keats, Byron, Shelley and Tennyson. Two hours throughout the year.

III. ELIZABETHAN DRAMA.—The development of the drama to the age of Shakespeare. A study of the playwrights preceding Shakespeare, and an analysis of Shakespeare's leading plays are given. Three hours. Second semester. (Omitted in 1919-1920.)

IV. NINETEENTH CENTURY POETRY.—Coleridge, Wordsworth, Shelley, Byron, Keats, Arnold, Landor,

Rosetti, Tennyson, and Browning. Three hours. First semester. (Omitted in 1919-1920.)

V. NINETEENTH CENTURY PROSE.—Carlyle, Macaulay, Newman, Ruskin, Morris, Arnold, Pater, and Landor. First semester. Three hours.

VI. THE ENGLISH NOVEL.—Jane Austin, Thackeray, Dickens, George Eliot, Meredith, Reade, Stevenson, and Hardy. Second semester. Three hours.

VII. ADVANCED COURSE IN GENERAL WRITING.—The work is mainly expository, including critical and familiar essays, but students may take a part of their time for the practice of any forms in which they are interested. Material from other departments may be used as a basis of certain papers for the course. Second semester. Three hours.

VIII. AMERICAN LITERATURE.—A survey of the Colonial Period and a study of representative works of Irving, Cooper, Bryant, Poe, Hawthorne, Emerson, Lowell, Holmes, Whitman, Longfellow, and Whittier. First semester. Three hours. (Omitted in 1919-1920.)

French

The purpose of this department is to give the student the ability to read, write and speak French with ease and accuracy and through a study of the literature to give not only the knowledge of some of the world's greatest masterpieces, but also an understand-

ing of the character of the French people, very essential in this age with its ideals of world fellowship.

The courses are planned so that a student with no previous knowledge of French may qualify for Course A. A one year college course or a two years high school course is the prerequisite for French I.

Course A. Course for beginners. Pronunciation, conversation, fundamentals of grammar, oral and written exercises. Reading of simple French prose.

Texts.—Bercy, "Le Français Pratique." Reading selected from: Talbot, "Le Français et sa Patrie"; Marot, "Sans Famille"; Daudet, "Le Petit Chose"; Labiche and Martin, "Le Voyage de M. Perrichon." Four hours.

Course I. Prerequisite, Course A. Careful study of Grammar. Oral and written reproduction of selected passages of texts read. Reading of prose and poetry.

Texts.—Bruce, "Grammaire Française." Reading from: Lamertine, "Jeanne d'Arc"; Hugo, "La Chute"; Pailleron, "Le Monde où l'on s'ennuie"; Buffum, "French Short Stories." Four hours.

Course II. Prerequisite, Course I. Phonetics, conversation, reading and writing French.

Texts.—Passy, "Sounds of the French Language"; Talbot, "French Composition." Such books as Hugo's "Hernani," Maeterlinck's "Oiseau Bleu," Halévy's "L'Abbé Constantin," are reproduced and discussed in French. Reports on current events and

short dialogues containing the familiar phrases of daily use are given.

Course III. Prerequisite, Course I. A study of French literature, with special emphasis upon the seventeenth and nineteenth centuries. Lectures conducted in French. Frequent class conferences. Reports (in French). Reading selected from such authors as Corneille, Molière, Michelet, Hugo, Gantier, Alfred de Musset, Alfred de Vigny, Balsac, Mérimée, Maupassant, Anatole France, Rostand and Maeterlinck. Three hours.

Course IV.—Prerequisite, Course II. A detailed study of Hugo during the first semester; of Maeterlinck and Rostand during the second. Two hours.

German

Students wishing to qualify for German I must offer two units of entrance work in the language or a certificate of one year's work in a college.

Course A.—Course for beginners. Pronunciation and grammar; oral and written exercises; dictation; sight translation; reading of simple German prose.

Texts.—Joynes and Wesselhoeft German Lesson Grammar; Gueber, Märchen und Erzählungen; Müller and Wenkebach, Glück Auf; Storm, Immensee; Hillern, Höher als die Kirche; or equivalents. Second semester a simple prose text. Four hours a week.

Course I.—Prerequisite, Course A. Grammar and composition; oral and written reproduction of selected passages of texts read; dictation; reading of prose and poetry.

Texts.—Willkommen in Deutschland; Im Vaterland; Goethe, Hermann und Dorothea; Schiller, der Neffe als Onkel; Zschokke, der zerbrochene Krug or equivalents. Four hours a week.

Course II.—Prerequisite, Course I. Advanced grammar; oral and written summaries of texts; extensive reading of prose and poetry.

Texts.—Chosen from such authors as Schiller, Lessing, Goethe, Freytag, Kleist. Three hours a week.

Course III.—An advanced course in German literature open to those who have completed Course II.

Geology

The principles of General Geology. Three hours per week throughout two semesters. The work of the first semester deals with structural geology and earth processes, that of the second with historical geology and the study of fossil remains. Throughout the course the dynamic viewpoint of geology will be emphasized. Two lecture periods and one laboratory, field or museum period per week.

Text.—Chamberlain and Salisbury, A College Text-Book of Geology.

History

I. MEDIÆVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, out-

lining the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the library and reports on special topics form an essential part of the course. Three hours a week. One year. Elective in Political Science Group in Freshman year. Required in all other groups in the Sophomore year. Not given 1919-1920.

II. ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as an elective in Freshman year in Political Science Group and as a requirement of Sophomores in all other groups.

IV. AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements and developments rather than mere incidents and facts. The social, political and economic development of the United States from the Colonial Period through the expansion of America into a World Power will be studied. Text-books will form the basis of the course, but broad readings, reports, lectures and discussions will form the major part of the work. Three hours a week throughout the year. Required in the Political Science Group; elective in Junior or Senior year in all other groups.

V. MODERN EUROPEAN HISTORY.—An advanced course in Modern European History from the outbreak of the French Revolution to the present time. The rise of the European World Powers, their problems and ambitions, and their colonial and foreign policies will be examined. Special attention will be given to the causes of the World War, the course of the various campaigns, the part played by the United States, Bolshevism, and the Radical Democratic Revolution following the war. The formation of the League of Nations will be considered. Throughout this course the emphasis will be upon the politico-social movements rather than upon the military phase. Text-book, lectures and current readings. Required in Political Science Group; elective in Junior and Senior years in all other groups. Two hours. Fall term. Not given 1919-1920.

For additional courses see the Department of Political Science and Economics.

Home Economics

The courses in Home Economics are designed to give the students practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home or to equip them for teaching the subject. Courses in related sciences are given in connection with the work of this department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or housekeeper in a public or private institution. Among

these courses are Chemistry VI, a course in food chemistry; Physics VI, a course in physics as applied to problems of the household; and Biology VII, which deals with the physiology of the digestive system, bacteriology and sanitation.

These courses as well as a course in general chemistry are required of all students specializing in Home Economics.

The laboratory occupies a large well lighted room in Memorial Hall. It is equipped with wood and oil stoves with facilities for gas. Each student is furnished with equipment for individual work, including a desk with pastry board and drawer containing all necessary articles needed in the preparation and cooking of food. A refrigerator, a full outfit of enameled utensils, a collection of exhibits and food charts, and a complete set of silver, china and table linen are included in the equipment. The courses in laundry and home nursing are fully provided with all necessary supplies.

Connected with the laboratory is a dining room where experience in practical table service is gained.

I. ELEMENTARY COOKERY.—This course includes a general survey of the principles of cookery. The Five Food Principles are studied in detail, and practice is given in the cooking of those foods which serve best as illustrations.

Familiarity and ease in methods of handling foods and in use of utensils are aimed at. The class prepares and serves two meals. Four hours laboratory,

one hour recitation per week throughout the year. Three hours credit each term. Sophomore year.

II. HOUSE WORK.—This course includes instruction in the various home duties; care of each separate room in the house; care of the wood work, furniture, carpets, rugs, silver, china, linen, and personal clothing, including several lessons on laundering cotton, linen, woolen and silk fabrics. Two hours laboratory work per week. First half year. One hour credit. Sophomore year.

III. HOME NURSING.—This course includes instruction in emergencies that may arise in the home; in the home care of the sick; in the care of children and babies; and in the cause and prevention of contagious diseases. Two hours laboratory. One hour credit. Sophomore year.

IV. EXPERIMENTAL COOKERY.—This course offers opportunity for experimental work in cooking along the following lines: fuels and their comparative cost; recipe making; substitutes; the behavior of certain foods and food adjuncts under certain conditions. Four hours laboratory work per week throughout the year. Two hours credit each term. Junior year.

V. HOME SANITATION.—This course includes a study of the fundamental principles of sanitation as relating to a home. It deals particularly with the following problems: Selection of site for the house; situation of the house; care of the house with special reference to plumbing, heating, lighting and ventilation; destruction of household pests. Two hours per

week recitation. First half year. Two hours credit. Junior year.

VI. HOUSE CONSTRUCTION AND FURNISHING.—A study of the evolution of the house; making of plans for modern houses; convenience and use of individual rooms; finish of wood work and walls; principles of decoration. Two hours per week of recitation. Second half year. Two hours credit. Junior year.

VII. ADVANCED COOKERY. — A continuation of previous courses in Cookery, with emphasis on menu making and table service. Four hours laboratory work per week. First half year. Two hours credit. Senior year.

VIII. DIETETICS.—This course includes a study of the nutritive value of foods, with particular reference to the feeding of the individuals of different ages from childhood to old age. Balanced meals are planned and served. Four hours laboratory work per week. Second half year. Two hours credit. Senior year.

IX.—FOOD INDUSTRIES.—This course includes a study of the history of foods, their growth, manufacture, and sale; their adulteration and dangers resulting therefrom; the Pure Food Law, and its results since its enactment. Two hours recitation per week. First half year. Two hours credit. Senior year.

X. HOUSEHOLD MANAGEMENT.—This course includes a discussion and study of some of the following problems: the budget and its apportionment; the income; efficiency in management; servant hire; sched-

uling of time; accounts. Two hours recitation per week. Second half year. Two hours credit. Senior year.

Latin

The purpose of this department is to familiarize the student first with Latin literature of the Augustan period and later with the Latin language as the vehicle of daily intercourse. Ease and accuracy in translations and a mastery of the general structure of the language are insisted upon. To accomplish this end, drills in idioms and inflections and practice in sight translations, oral and written, are frequent.

I. LIVY.—This course embraces two books of Livy. Rapid reading and sight reading in easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Three hours a week. Fall term. Freshman.

II. TACITUS.—This course embraces the Germania and Agricola. The Germania is studied for its inintrinsic value as history; the Agricola is studied as history and as a biography. The Agricola of Tacitus and the Poet Archias of Cicero are studied as masterpieces in Latin literature. Three hours a week. Spring term. Freshman.

III. PROSE COMPOSITION.—Required in Freshman year of all persons in Groups AI and AII and of all persons electing Latin I and II. One hour a week.

IV. SELECTIONS FROM VIRGIL.—This course embraces Georgics I and IV, and selections from the

Æneid. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrate Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Fall term.

V. SELECTIONS FROM OVID AND PROPERTIUS.—This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. Fall term.

VI. HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Spring term.

VII. CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. Spring term.

VIII. ROMAN COMEDY.—This course embraces the Captive and Trinumus of Plautus, the Phormio and

Adelphoe of Terence, and is intended to give the student an idea of the fundamental qualities of Roman Comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used—two very essential elements towards a correct understanding of the literature of a people. Occasional lectures on Roman private life will be given. Three hours a week. Fall term.

IX. TRAGEDY. — This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Spring term.

Mathematics

I*a*. COLLEGE ALGEBRA.—This course begins with a review of the ground work of elemeutary algebra, and includes logarithms, progressions, undetermined coefficients, the binomial theorem for fractional and negative exponents, permutations and combinations, and a brief introduction to the theory of equations. Required of all Freshmen. Five hours. Fall term.

Text.—Fine's College Algebra.

I*b*. SOLID GEOMETRY.—Required of all Freshmen who do not present it for entrance. Three hours. Spring term.

Text.—Wentworth and Smith.

I*c*. PLANE TRIGONOMETRY.—Derivation of formulae with their application; trigonometric equations; solution of right and oblique triangles; problems

involving practical applications. Required of all Freshmen. Two hours. Spring term.

Text.—Wells' New Plane Trigonometry.

II. ANALYTIC GEOMETRY.—Discussion and construction of loci; the straight line; circle; parabola, ellipse and hyperbola; polar coordinates; transformation of coordinates; tangents; also geometry of three dimensions, including the curve in space, the plane, and quadric surfaces. Required of all students electing the Mathematics and Physics Group. Four hours throughout the year.

Text.—Smith and Gale's New Analytic Geometry.

III. DIFFERENTIAL AND INTEGRAL CALCULUS.—Differentiation and integration of algebraic and transcendental functions; areas, volumes, and surfaces; infinite series; maxima and minima; properties of curves and radius of curvature; numerous applications to geometry, physics, chemistry and engineering. Required of all students electing the Mathematics and Physics Group. Prerequisite, Mathematics II. Four hours throughout the year.

Text.—Townsend and Goodenough's First Course in Calculus.

IV. DIFFERENTIAL EQUATIONS.—The solution of ordinary and partial differential equations of the first and higher orders. Geometrical, mechanical, and physical applications. Prerequisite, Mathematics III. Three hours throughout the year.

Text.—Murray's Differential Equations.

V. SURVEYING.—Numerous field problems in the use of the chain, tape, compass, transit, and level. Stadia and plane table work. The use of the solar attachment. Resurveys. Laying out and dividing land. Profile leveling and establishing grades. Computation of areas. Correct forms of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work. Prerequisite, Mathematics Ic. Three hours. Spring term.

VI. DESCRIPTIVE ASTRONOMY.—This course deals with the main facts of Astronomy and offers an elementary explanation of the methods by which the dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained.

A telescope, solar transit, students' spectrometer, and sextant enable the students to supplement their work with observations as required. Two hours. Fall term.

Philosophy

I. PSYCHOLOGY.—See courses under Education.

II. HISTORY OF PHILOSOPHY.—This course begins with a study of Greek Philosophy with especial attention given to Plato and concludes with an outline of modern theories of idealism. Representative thinkers in each of the main systems of philosophy are reviewed, and application is made to present day problems.

The text-books used are: Weber, "History of Philosophy," and Royce, "The Spirit of Modern Philosophy." Lectures, discussions and a thesis. Senior or Junior years. Three hours. Fall term.

III. ETHICS.—In this course the trend of Christian ethics will be considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with text-book and a theme on some phase of ethical study. Three hours. Spring term. Junior or Senior years.

IV. LOGIC.—Careful attention is given in this course to definitions and explanation of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

Text.—Jevon's Lessons in Logic.

Physics

The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. One of these serves as a shop. Here also are a 6 H. P. kerosene engine, a 3¾ K. W. 110 volt D. C. generator, rotary air pump, pressure tanks, and a 14 volt 60 ampere-hour storage battery. The other room serves as a laboratory and lecture room. The lecture apparatus has been well selected to illustrate the most important phenomena of Physics. For accurate experimental work by the advanced students there are several excellent pieces of apparatus by Gaertner, a good assortment of Weston Meters, a Leeds and North-

rup Potentiometer and other high grade instruments. The laboratories are piped for gas and wired for 110 volt D. C. and 14 volt storage current.

I. GENERAL PHYSICS.—In this course the principles and phenomena of Physics are taken up in detail. In the laboratory especial attention will be paid to accuracy of observation and measurement. Prerequisite, Plane Trigonometry. Three lectures and recitations and one two-hour laboratory period each week throughout the year.

No credit will be given for less than a year's work.

Text.—Kimball, College Physics.

II. ELEMENTS OF ELECTRICITY.—This course is designed for students who desire a practical working knowledge of the fundamentals of electricity. A detailed study will be made of dynamos, motors, inductance, storage batteries, electrolysis, and problems of illumination and power distribution. Prerequisites, Physics I or an equivalent and Plane Trigonometry. Three hours throughout the year — lectures, problems, recitations, laboratory.

Text.—Timbie, Elements of Electricity.

III. MECHANICS.—The subject of mechanics is developed historically during the first term. During the second term a more detailed study is made of problems in statics, dynamics of a particle, and elementary rigid dynamics. Two hours per week throughout the year.

Text.—Cox, Mechanics.

IV. SPECIAL TOPICS IN ELECTRICITY AND MAGNETISM.—Open to students who have completed Physics I or an equivalent. This course will be more theoretical than Course II and is designed for students who are specializing in Physics. An elementary knowledge of Calculus is advantageous. One lecture and two two-hour laboratory periods each week. First half year.

Political Science and Economics

I*a*. CONSTITUTIONAL HISTORY.—This is a study of the formation and development of the United States Government, with a close examination of its present form and workings. It is, therefore, a combination of history and advanced civics. A text-book is used, but considerable reference work in the library is required, the results of which are embodied in reports at regular intervals during the term. The aim is not only to develop a knowledge of the history and workings of the government, but to stimulate an interest in current political life and its responsibilities. Three hours a week. Fall term. Required in the Political Science Group; elective in Junior or Senior year in all other groups. (Not given in 1919 and 1920.)

I*b*. CONSTITUTIONAL HISTORY.—The nature and origin of government will be traced, together with the development of the modern states: England, France, Switzerland and Germany. This is followed by a study of the general form and working of these governments, with emphasis on the legislative, adminis-

trative and judicial functions. Reference work on the subject matter of the course and the current political and diplomatic situation in Europe is done in the library and reports made to the class. Each member of the class is required to make an independent study of some government not treated in the class and to make a report on it. Three hours a week. Spring term. Required in the Political Science Group; elective in Junior or Senior year in all other groups. (Not given in 1919-1920.)

II. AMERICAN DIPLOMACY. — A comprehensive study of American diplomacy and foreign relations from 1789 to 1917. American relations with the European powers, Latin-American diplomacy, and American diplomacy in the Orient will be studied. Text-book, lectures and collateral readings. Required in the Political Science Group; elective in Junior or Senior year in all other groups. Two hours a week. Spring term.

III. ECONOMICS.—This is a general introduction to the principles of political economy. Its purpose is to give a general understanding of current American economic problems and of the forces underlying our industrial life, thus preparing students for more advanced study and for the duties of citizenship. The second half year is devoted largely to a more thorough study of certain phases of political economy, including money and banking, transportation, corporations and the tariff. The course consists of text-book, collateral reference work and reports based on studies of

some of the practical economic problems. Three hours a week throughout the year. Junior or Senior elective.

IV. SOCIOLOGY.—This course strives to explain the basis of Society, the Social Institutions, Social Pathology and the remedies, and Social Psychology and Progress. Collateral readings and the study of some current social problem is required of each member of the class. Three hours a week. Fall term. Junior or Senior elective.

Greek

I. The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II. In the second year, the third book of the Anabasis and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III. During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

Music

It will be the aim of the department to give such technical and æsthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged along those lines which will tend to cultivate the taste, develop the mind, and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

Diplomas are given to those who complete the courses.

Courses of Study

Candidates for the certificate in music must have completed preparatory work equivalent to a high school course.

Course I

Pianoforte,
Theory,
History of Music,
German A or I,
English I,
History I or II.

Course II

Voice Culture,
Pianoforte (through the intermediate grade),
Theory,
History of Music,
French A or I,
German A or I,
English I.

Pianoforte

Three grades: Elementary, Intermediate, Advanced.

Special attention will be given to hand positions, the proper use and control of finger, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

Elementary Grade

Finger and wrist exercises, scales taught in contrary and parallel motion, canon form, grouping by accent or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Studies selected from: Kohler's Pianoforte Method, Kohler's Studies, Op. 50, Loschhorn, Op. 65, Burgmuller, Czerny, MacDougall, etc.

Pieces by Gurlitt, Reineck, Ganschals, Streabbog and others.

Intermediate Grade

Technical exercises continued. Scales in double thirds and sixths.

Studies by Bertini, Heller, Op. 47 and 45, Czerny, Op. 299, Bach, Loschhorn, Op. 66, Czerny's "Legato and Staccato," Sonatinas and easier Sonatas of Haydn, Mozart, Beethoven.

Mendelssohn's "Songs Without Words."

Pieces by Handel, Jensen, Godard, Grieg, Raff, Henselt, Saint Saens, Chopin, Schubert and others.

Advanced

Technical exercises of preceding grades at a more rapid tempo.

Studies of Cramer, Clementi's Gradus ad Parnassum, Bach's Well-Tempered Clavichord, Kullak's Octaves, Beethoven's Sonatas, Chopin's Etudes.

Pieces by Webber, Chopin, Schumann, Moskowski, MacDowell, Liszt, and others. Concerti by Beethoven, Mendelssohn and others.

Vocal

The course covers a period of three years and comprises a thorough study of the correct principles of voice production and art of singing: Relaxation, breathing, and tone placing, ease of tone production and refinement of tone are insisted upon. Simple exercises for the placing and development of the voice are used, such as parts of scales, scales, arpeggios, and selected vocalises. Special attention is given to diction in English, Italian, German and French, as well as to artistic interpretation.

For graduation from the Vocal Department, the student is required to take an examination in Piano, Theory, Harmony, and Musical History.

FIRST YEAR

Vocalises: F. Sieber, Op. 92-97 for corresponding voices; Concone, Op. 9, and similar studies.

Repertoire: Songs will be selected mainly from folk songs and classical repertoire. Small songs like the following may be given for examination at the end of the first year: Folk Songs; "The Blue Bells of Scotland"; "All Through the Night" (Welsh Air); "Drink to Me Only With Thine Eyes" (Old

English); Mendelssohn, Op. 9, No. 5, "In Autumn"; Op. 8, No. 7, "May Song"; Op. 99, No. 3, "The Favorite Spot"; Weber's "Cradle Song."

SECOND YEAR

Technique: The technical work of the second year is the logical continuation of the first year's work. Ease of production, quality of tone, range and power are developed, bad habits are overcome, and correct ones acquired.

Vocalises: In addition to the material given in the first year, there should be added: "Salvatore Marchesi," Op. 15, twenty elementary and progressive vocalises; Concone, Op. 10, twenty-five lessons.

Repertoire: Songs like the following should be satisfactorily rendered at the examination: MacDowell's Op. 47, No. 1, "The Robin Sings in the Apple Tree"; Mendelssohn's Op. 71, No. 3, "To the Distant One"; Op. 47, No. 6, "By the Cradle"; Franz, Op. 5, No. 5, "Maid with Lips Like Roses Blooming"; Op. 9, No. 3, "Entreaty"; Schumann's Op. 127, No. 2, "Thy Lovely Face"; Op. 79, No. 14, "Ladybird."

To the repertoire of the second year should be added also the anthology of Italian song of the seventeenth and eighteenth centuries as bases of study in voice development and in old Italian style, which is the foundation of all singing schools.

THIRD YEAR

Technique: With normal development, the voices will differentiate more and more, and greater discrim-

ination than in the preceding years will be found necessary in selecting exercises and songs for high, medium and low voices.

Vocalises: Bordogni, twenty-four easy vocalises; Parofka, Op. 81, Book 2.

Repertoire: Songs of the Romantic and Modern Schools as well as Classical Schools should be studied with great thoroughness and care, and songs from Handel, Schubert, Beethoven, Mendelssohn, Schumann, Franz, Brahms and modern songs by American, French and German composers are included in this year. Selections from standard oratorios and operas are also studied.

FINAL EXAMINATION

The quality of each voice should be good (considering the natural quality of each voice as the standard to go by). Throughout the range of each voice, scales must be sung in piano and in forte, up and down, without showing an abrupt change of quality in changing from one tone to another, nor showing any undue effort in ascending or descending. Throughout the range of the voice, the student should be able to hold each tone and to swell and diminish it at will. During second and third year, the student should be able to sing in good English, and also in Italian, German or French with good diction. Special attention will be given to articulation, pronunciation and interpretation.

PREPARATORY SCHOOL

In order to accommodate some of our patrons who are not in reach of good high schools we are carrying two years of preparatory work to prepare students for the Freshman class.

The following courses are taught each year:

FALL TERM		SPRING TERM	
English B	5	English B	5
English C	5	English C	5
Primary Latin	5	Primary Latin	5
Cæsar	5	Cæsar	5
Cicero	5	Virgil	5
Algebra B	5	Algebra B	5
Plane Geometry	5	Plane Geometry	5
Ancient History	5	Ancient History	5
Physiography	5	Chemistry	5

English

B. The Principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered. Abundant practice in oral and written composition, comprising letterwriting, narration, description, easy exposition and argument, extend throughout the year. Correct spelling and grammatical accuracy rigorously demanded. Frequent grammar reviews are given. Study of easy masterpieces from American literature.

ENGLISH C.—This course prepares for entrance to the Freshman class in college. The work consists of the reading and study of English classics and will follow in general the College entrance requirements in English given on pages 27-30. The aim is to develop in the student a taste for good literature. Stress is laid on style, the understanding of allusions, and the meaning of words and phrases. Frequent reports are required by means of which the student is taught to express himself clearly and grammatically.

History

One year of History is required of all preparatory students. This is a course in Ancient History, including Oriental, Greek and Roman.

Latin

Three years in Latin are given in the Preparatory School.

I. PRIMARY LATIN.—This is a five hour course throughout the first year and embraces all the essentials preparatory to a study of higher Latin.

II. CÆSAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books (I-IV). Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the texts are emphasized. Five hours a week.

III. CICERO AND COMPOSITION.—This course embraces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at. Oratorical style, historical and biographical setting are considered.

IV. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. A thorough drill in syntax is given. Poetic peculiarities, and prosody are studied.

Mathematics

ALGEBRA B.—Involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions. Five hours throughout the year.

Text.—Wentworth and Smith.

PLANE GEOMETRY.—Prerequisite, Algebra B. Five books and numerous original exercises. Five hours throughout the year.

Text.—Wentworth and Smith.

Science

A. PHYSIOGRAPHY.—Studies of earth features, their origin, cause and importance. The course will consist of recitations and laboratory work. Several of the laboratory periods will be devoted to field trips to study local physiography at first hand, others will be devoted to work on museum material, and in making map studies and reports.

Three recitations and one laboratory period per week, first half year.

Text.—Salisbury's Physiography.

B. CHEMISTRY. — An elementary preparatory course in General Chemistry. Recitations and laboratory work. Second half year.

C. ELEMENTARY PHYSICS.—This course comprises a general survey of the most important principles of Mechanics, Heat, Sound, Light, Magnetism and Electricity. There are four recitations and two two-hour periods of laboratory each week. A good working knowledge of the elements of Algebra and Plane Geometry is indispensable.

Text.—Carhart and Chute, "First Principles of Physics."

THE MUSEUM

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray and Wyandott Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, starfishes, sea urchins, crabs, etc.

Archæological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia and Africa. The eggs of the guillemots from the Faroe Islands, and the gulls and auks of Labrador and Iceland, are perhaps the most rare. There are also eggs of more than thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are the most valuable.

COLLEGE ORGANIZATIONS

Literary Societies

There are two literary societies for young men, the Henry Clay and the Websterian. They were organized in 1885 and have ever since exercised a strong and helpful influence on college affairs. These two societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into two large rooms on the second floor of the Y. M. C. A. building. These rooms have been handsomely furnished and are well equipped for every purpose, both social and literary.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The rooms occupied by these two societies are on the first floor of Founders Hall, and are beautifully and tastefully furnished.

The four societies meet every week on Friday night. Nearly every student in College belongs to one of them and all members are required to participate in the programs. Much valuable practice is gained in debate, oratory, declamation, extemporaneous speaking, the rendition of vocal and instrumental music, essay writing, and in the rules of parliamentary procedure. Each society conducts annually an oratorical contest.

During the year four formal inter-society receptions are given.

The Y. M. C. A. and Y. W. C. A.

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889, and have a membership embracing practically the entire student body. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. Joint meetings of the two associations are held Sunday mornings. The Y. M. C. A. meets in the assembly room on the lower floor of the Y. M. C. A. Building and the Y. W. C. A. has a room in Founders Hall especially devoted to its use. A number of outside activities are conducted by committees appointed from these organizations.

Bible classes are held Sunday morning which are led by upper classmen and in which a majority of the students are enrolled. Weekly mission study classes are also conducted. The Associations yearly send delegates to the interstate convention and to the Student Conferences at Blue Ridge.

Committees are appointed by the Associations to meet new students on their arrival and give them every possible assistance. The Associations publish each summer a handbook of information about the College which is especially useful to new students. The social affairs of the College are in the hands of committees appointed by the Associations which work in conjunction with the faculty social committee.

Around the Y. M. and the Y. W. C. A. the religious life of the College centers and from them radiates a

Christian influence which penetrates every phase of college activity.

The Science Club

The Joseph Moore Science Club was organized in 1906. Its object, in the words of the constitution, is "to discuss topics of general interest to the teachers and students of the science departments of the College and to cultivate a scientific spirit in this institution." The name was chosen in honor of Professor Joseph Moore, for many years the head of the Department of Natural Science.

The membership is confined to upper classmen, faculty, and resident alumni who have shown a special interest in scientific matters. Meetings are held every two weeks, at which lectures are given and current items of scientific interest discussed. The science club is instrumental in bringing to the College distinguished men of science to lecture to the college and community.

The Literary Club

The Literary Club was organized in 1907. Its object is to promote a broader literary culture in its members and to cultivate a literary spirit in the College. The membership is confined to the faculty and such students as are capable of taking part. Each year a special topic is taken up and thoroughly studied.

French Club

A French Club, to which all advanced students and interested faculty are eligible for membership, is

maintained by the department for the purpose of promoting the use of spoken French. Short papers, games and a social hour form the basis for the programs.

The Girls' Glee Club

This organization, known as the Aeolian Club, is composed of young ladies of recognized vocal ability connected with the college. The club plays a prominent part in the musical life of Guilford. Director, Professor Guevchenian.

The College Chorus

The College Chorus is a mixed choir of fifty voices. The music studied is from the best composers. Each Monday evening at 6:30 the Chorus meets at Memorial Hall for music study. Twice a year an entire musical program is rendered. Director, Professor Guevchenian.

The Biblical Seminar

The Biblical Seminar was organized in the spring of 1910. At its meetings, which are held every two weeks, discussions take place on topics dealing with religious and social work. In recent years the negro problem, moral and religious conditions in the mill districts, and the problem of the rural church have been studied.

The Guilfordian Board

The Guilfordian Board edits and publishes "The Guilfordian," the college weekly. It consists of twelve members elected by the four literary societies.

The editor-in-chief, the alumni editor, the business manager and the two faculty advisers are elected by the Board. The Board is provided with a comfortable office room in Founders Hall.

The Alumni Association

The Alumni Association is organized with the following officers: President, A. Wilson Hobbs; vice-president, A. A. Dixon; secretary, Alma T. Edwards; treasurer, E. J. Coltrane; registrar, Julia S. White.

The Alumni Association through its committees extends aid to the College in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

The Athletic Association

The Athletic Association has general oversight of the athletic interests of the College. Each student pays an athletic fee which makes him a member of the Association with full athletic privileges, along with the right to attend any athletic contests on the campus without further charge.

All intercollegiate athletics are under the general direction of the Athletic Director and the Faculty Committee on Athletics, working in conjunction with the Athletic Association, a student organization. The

managers of the teams are elected by the Athletic Association. The Athletic Council, which decides all important questions relating to athletics and which makes the financial appropriations, is made up of the Faculty Committee on Athletics, the Athletic Director, the officers of the Athletic Association, and the managers of the teams. There is also an Alumni Committee on Athletics.

The major sports are: Track, football, basketball, baseball, and tennis, and ample facilities are provided for each of these. All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the College in any athletic contest.

No student shall become a member of any Guilford College team during the Fall Term, who registers after October 1st, nor shall any student become a member of a team during the spring who registers after February 1st.

No student shall participate in any athletic contest who fails to pass at least eight hours of the work of the quarter previous to that in which the contest occurs.

No student shall be eligible for any athletic team who shall have been a member of any of the professional or league teams named in the classes A, B, C, and D in the publication of the National Baseball Commission.

PUBLICATIONS

The Guilford College Bulletin is issued by the College four times a year. Included under this are: The Catalogue, The Alumni Bulletin, and various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published weekly by a board of editors elected by the four literary societies. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the College find it a valuable means of keeping informed as to what is going on at the College. The subscription price is $1.00 per year. Address all subscriptions to the business manager.

The Quaker is published at irregular intervals of one to two years by the Senior Class. It serves as a class book and also as a complete record in the form of pictures, poems, and sketches of the various student activities of the College.

The Y. M. C. A. Year Book is published during the summer by the Y. M. C. A. It contains all the information about the College affairs useful to new men.

SCHOLARSHIPS, PRIZES AND HONORS

Scholarships

Haverford and Bryn Mawr Colleges each offer annually to Guilford College a scholarship. In selecting members of the Senior class to whom shall be awarded these scholarships great weight is given to rank in scholarship, but general excellence of character and promise of future usefulness in society are also taken into account and form part of the grounds upon which candidates for these scholarships are chosen.

Haverford

Haverford College offers annually to the young man of the graduating class to whom the faculty shall recommend a scholarship of $300.00. The selection is made on the basis explained and no one will be considered eligible who has not been a student at Guilford College at least two years.

Bryn Mawr

Bryn Mawr College offers each year to the young woman of the graduating class to whom the faculty shall recommend a scholarship of the value of $400.00. The candidate is selected according to the statement above and must have been a student at Guilford College at least two years.

Bible Teachers' Training School Fellowship

The Bible Teachers' Training School, of New York City, offers a Fellowship in their School of Theology to be awarded each year upon recommendation of the faculty of Guilford College, to a member of the graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The Fellowship provides board, room and tuition and $50.00 for the student's incidental expenses. It may be held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

Marvin Hardin

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship, the same to be awarded to the Sophomore making the best average in the Sophomore studies, said amount to be available in the spring of the Senior year, and only upon the condition that the student winning the money remain at Guilford during the Junior and Senior years.

High School Scholarships

The Board of Trustees has established tuition scholarships in several high schools of the state. The appointee must be the student, qualified to enter the Freshman class, who has made the highest grades. The appointment is for one year. High schools desiring such scholarships to be placed with them should make application to the College. Only high schools whose standard of work is well established will be awarded such scholarships.

Prizes

Literary Society Prizes in Oratory

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each awards an orator's prize. This prize is awarded at an oratorical contest which is held by each society some time during the year.

Literary Society Prizes for Improvement

Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

Declamation Prizes for High Schools

Each year there is held at the College a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two medals are awarded, one

to the successful young man and the other to the successful young woman.

These contests are conducted by the College literary societies in order to stimulate literary society work in the high schools.

Honors

Members of the Freshman and of the Sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent in any subject, shall be entitled to "Honors."

Members of the Junior class who receive an average grade of 95 per cent in their major work and do not receive a grade below 90 per cent in any subject shall be entitled to "Special Honors."

Those members of the Senior class who have received "Special Honors" in their Junior year, and whose average grade in the Senior year does not fall below 95 per cent, shall be entitled to "Highest Honors."

Discipline

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great care is taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student shows little or no inclination to study, or if he fails to co-operate with the faculty in maintaining good order or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardian will be informed of the facts and unless amendment be promptly made, he will be dismissed, or his parents requsted to withdraw him.

Students not members of the Senior or Junior classes wishing to go to Greensboro or to any place at a distance from the College, must obtain permission from the proper authorities.

The reading of pernicious literature, hazing in any form, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, are considered grave offenses, and treated accordingly.

The effect of tobacco on the minds of the young is so injurious that the College takes all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in using it elsewhere, their standing will thereby be lowered and so entered upon their records.

EXPENSES

The necessary expenses at Guilford College have been reduced to the lowest point possible. Board is furnished at cost.

Charges to Boarding Students

Tuition	$ 60.00
* Registration	20.00
Tuition for each term-hour over and above 18	2.00
Laundry	15.00
Room Rent, Cox Hall	45.00
Room Rent, Archdale Hall	30.00
Room Rent, Founders Hall, second floor	40.00
Room Rent, Founders Hall, third floor	30.00
Room Rent, New Garden Hall	30.00
Board in Founders Hall	153.00
Board in New Garden (estimated)	54.00

Charges to Day Students

Tuition	$ 60.00
* Registration	20.00

A deposit fee of $2.50 is required of all students. After all unnecessary damages are assessed the remainder of these fees will be returned to the students.

* This fee includes library and athletic fees, etc., as well as expense of registration.

CORRECTIONS IN EXPENSES

Page 97
Board in New Garden Hall (estimated) ...$69.00

Page 99
Room and Board in New Garden Hall$170.00

Page 100
Board in New Garden Hall about $7.00 per mon.

Page 100
Laundry sent to the College will cost$10.00

Summary of Entire Cost

Room in Cox Hall, Board in Founders (Boys)	$293.00
Room in Archdale, Board in Founders (Boys)	278.00
Room and Board in Founders (Girls)	288.00
	or 278.00
Room and Board in New Garden (Girls)	158.50

For students who take two lessons per week in music the cost of the music and one college course will be $60 per year, music and two college courses will be $80.00 per year, and music and three or four college courses will be $100.00 per year.

One half of the registration fee is due when the student registers. The other regular charges are divided as evenly as possible into four equal payments, due at the beginning and at the middle of each term.

The board bill at New Garden Hall must be paid in advance monthly.

The College maintains a book store where all necessary books and stationery may be purchased for cash.

A graduation fee of $5.00 is charged at the close of the college course.

In case of illness requiring a physician, the student is charged for medical attention and nursing.

Students will be charged from the time of entering until the close of the term. In case a student is absent from College on account of protracted sickness of ten days or more a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other

cause, or be expelled or suspended, he will forfeit the money advanced.

No reduction will be made at the opening of a term for less than a month's absence.

All communications relating to financial matters should be addressed to the Treasurer.

Laboratory Fees

The foregoing statements do not include certain laboratory fees which are due in the first payment of each term.

Chemistry A or VI	$4.00
Chemistry IV	6.00
Other courses in Chemistry	7.50
Biology	4.00
Physiography and Geology	2.00
Surveying	1.00
Physics	5.00
Cookery	5.00

Cost of Instruction in Music

Piano, two lessons per week, per term	$20.00
Vocal lessons, two lessons per week, per term	20.00
One lesson a week, in either Vocal or Piano	12.50
Use of Piano for practice, one period daily, per term	2.50
Each additional period, per term	2.00
Certificate for graduation in Music	2.00

New Garden Hall for Young Women

This hall will accommodate forty-eight girls and is a most excellent hall of residence. Girls are admitted here on the following terms: Each girl agrees to perform her allotted part of the household

duties and pay to the treasurer of the College $15.00 per term for room rent, and to the matron of New Garden Hall the actual cost of board in advance. By special arrangements provisions may be furnished at market prices. In this way the board will be furnished for about $6.00 per month for each girl. Girls in this hall may do their own laundry work. If this work is sent to the College laundry, the cost will be $12.00 per year.

Loan Funds

The College is in possession of several funds, the income from which is loaned deserving students. Students who use these funds sign a note which does not bear interest until date of leaving college. The signature of some other responsible person is required. It is not customary to loan more than the amount of the tuition. Three of these funds are: The Miles White Fund, The Philadelphia Fund, and the Richardson Fund, the combined income from which is about $1,200.00 annually. The College Loan Fund consists of the gradual accumulation from payments of former loans. A loan fund has also been created by the Alumni Association.

Ministerial Students

Students who are preparing for the ministry receive free tuition. Such students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to

a missionary field. Otherwise the note will be in full force and will draw interest.

Self Help

Guilford offers many opportunities for self help. It is the aim of the College that no one shall be turned away for lack of means. Many students at the College are now paying a large part of their expenses either by earning or by borrowing money. Some students secure positions as waiters or janitors, while others work on the campus or farm. The opportunity to devote all of one's time to study is, however, worth considerable financial sacrifice and students are not encouraged to do other work unless it is necessary.

Rooms

No extra charge is made for light and heat in the dormitories. All rooms are fitted up with electric lights.

The rooms are comfortably furnished with bed room furniture—single beds with mattresses. The students furnish pillows, linen and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before May 15th. Vacant rooms will be assigned in order of application.

Except a few single rooms in Founders, all are furnished for two students each.

A student may elect to occupy a double room alone. When this is possible, it will be allowed, but the charge will be one-half the regular room rent extra.

By special permission students of mature years may board and room outside the College buildings, but such permission gives them no exemption from the regular study hours, attendance at chapel, church services and lectures.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

The matron has general oversight of all the household arrangements in all the dormitories, and much care is taken to look after the health and comfort of the students, but each occupant is held responsible for the condition of his room. All rooms will be inspected poriodically. Any misappropriation or defacement of furniture or fixtures or any damage to the building will be charged to the occupants of the room where such damage occurs. This includes damage to the walls incurred by driving in tacks or nails. Pictures must be hung on the picture moulding provided for the purpose.

Tampering with the electric lights creates danger of fire, and is therefore forbidden. No student is allowed to use a lamp of higher candle power than 25-watt Mazda.

General Information

Students are met at the Guilford College station, on the railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station a moderate charge will be made to students, members of the faculty, or visitors.

On arriving at the College at the beginning of the term, young men should go to the governor's office in the centre section of Cox Hall and make arrangements for occupying the room which has been assigned to them. Young women should see either the governess at Founders Hall or the matron at New Garden. Students should then go to the Dean's office in Memorial Hall and be properly registered and classified.

The next step is to go to the Treasurer's office in the west end of Founders Hall. The first payment on all charges is due at the beginning of the term and no student is fully matriculated until his card has been signed by the Treasurer, thus indicating that satisfactory financial arrangements have been made.

Students sustain a great loss who are not present at the opening of the term.

Every article of clothing must be plainly marked with the full name of the owner in indelible ink.

Telegraph and express offices are established at Guilford College station. The College has telephone connection with all points both on the local and long distance line.

The College post office is "Guilford College, North Carolina," and all mail should be so addressed.

DEGREES, PRIZES AND HONORS
1917-1918

Degrees

The following degrees were conferred on commencement day, May 28, 1918:

Bachelor of Arts

Deborah M. Brown
Agnes Marie Clegg
Gertrude D. Cronk
Elbert W. Fort
Lawrence Grissom
Ira Hinshaw
J. Benbow Jones
Beatrice G. Lewallen
Addie I. Morris
Totten Moton
Bernice Elizabeth Pike
Ellen T. Raiford
Joseph G. Reddick
Samuel C. Smith
Leah E. Stanley
Ruth R. Stanley
Chester McK. Sutton

Bachelor of Science

David H. Jackson
James W. Mitchell
A. Jones Smith

Certificate in Piano

Gracette Frazier

Scholarships and Prizes

Bryn Mawr Scholarship Leah Stanley; alternate, Gertrude Cronk
Haverford Scholarship Ira Hinshaw; alternate, Chester Sutton
Marvin Hardin Scholarship Algia Inman Newlin
Websterian Orator's Prize J. Dewey Dorsett

Henry Clay Orator's Prize Charles B. Shelton
Philomathean Orator's Prize Frances Moore
Zatasian Orator's Prize Clara Farlow
Websterian Improvement Prize Herman Raiford
Henry Clay Improvement Prize Richard H. Brooks
Philomathean Improvement Prize Alta Zachary
Zatasian Improvement Prize Elma McVey
Freshman Declamation Prize Madge Coble
High School Declamation Prizes—
For Young Men Julius Tickle, Liberty, N. C.
For Young Women .. Gertrude Wheeler, Burlington, N. C.

Honors

Freshman Honors Marjorie Williams
Junior Special Honors Joseph D. White
Sophomore Honor Vanner Neece
Highest Honors Leah and Ruth Stanley

STUDENTS

Students who will be unable to finish with their class without taking some extra work are designated by an asterisk (*).

GRADUATE

Edwin B. Carroll Mizpah, N. C.

SENIORS

Blair, Clara High Point, N. C.
Bird, Georgianna Marie Thomasville, N. C.
*Clodfelter, Vira Thomasville, N. C.
Coltrane, Ruth Sophia, N. C.
Hayworth, Vivian McGee Greensboro, N. C.
Hobbs, Gertrude Mendenhall Guilford College, N. C.
Hockett, Eula Eugenia Pleasant Garden, N. C.
Kiser, Roger Clinton King, N. C.
Macon, Clarence Monroe Climax, N. C.
Patterson, Hobart McKinley Burlington, N. C.
*Shelton, Charlie Burton Pilot Mountain, N. C.
Smith, Katherine Brittain Summerfield, N. C.
White, John Gurney Guilford College, N. C.
White, Joseph Dixon Guilford College, N. C.
Williard, Hervie Nicola High Point, N. C.

JUNIORS

Barrett, Leslie H. Hunter, Okla.
Campbell, Katherine Albany, Ala.
Casey, Luby Randolph Goldsboro, N. C.
Chilton, Alma Danbury, N. C.
Clegg, Elsie May Guilford College, N. C.
Cloud, Thelma Melinnie Ivor, Va.
Coble, Mary Eleanora Guilford College, N. C.
*Fox, Norman Guilford College, N. C.
*Grantham, Eleanor Guilford College, N. C.
Henley, Anna Maie Guilford College, N. C.
Lindley, Genevieve Snow Camp, N. C.

Lineberry, Richard Arthur Siler City, N. C.
*Moore, Dora Lott Siler City, N. C.
Moore, Frances Williard Dudley, N. C.
Moore, Hugh Watson Dudley, N. C.
McBane, Donna Alice Saxapahaw, N. C.
†McBane, Vera Joy Graham, N. C.
*McCracken, Ada Lea Guilford, N. C.
McCracken, Frances Willard Guilford College, N. C.
Neece, Vanner Emma Climax, N. C.
*Touchberry, Tillman John Summerton, S. C.
White, David J. Belvidere, N. C.

SOPHOMORES

Bulla, Frances Williard Randleman, N. C.
Coble, Madge Albright Liberty, N. C.
Cox, Jessie Lee Pisgah, N. C.
Dixon, Mary Murchison Elkin, N. C.
Farlow, Clara Barton Guilford College, N. C.
Hayworth, Dovia Mae High Point, N. C.
Hollady, Edward Lewis Greensboro, N. C.
Martin, Florence N. East Bend, N. C.
McVey, Elma Snow Camp, N. C.
McVey, Josephine Snow Camp, N. C.
Raiford, Herman C. Ivor, Va.
Raiford, Lulu Jackson Ivor, Va.
Stewart, Esther Thomas Laurinburg, N. C.
White, Berry Lee Belvidere, N. C.
Williams, Marjorie Guilford College, N. C.
*Zachary, Cora Alta Snow Camp, N. C.

FRESHMEN

Anderson, Thomas Dewey Denton, N. C.
Bagwell, Zenobia Evangeline Raleigh, N. C.
Brown, Annie Estelle Woodland, N. C.
Carroll, Nellie Mizpah, N. C.
Clegg, Ruth Lucile Guilford College, N. C.
Clodfelter, Wanda Louella Thomasville, N. C.
Cox, Florence Tabitha Goldsboro, N. C.
Cox, Ada Tilmont Asheboro, N. C.
Dye, Zillman Madison, N. C.
Edwards, Herman Guilford College, N. C.

FRESHMEN—Continued

Elliotte, Beulah Maye Rich Square, N. C.
Frazier, John Gurney Guilford College, N. C.
Griffin, Mary Ellen Woodland, N. C.
Harmon, Kathryn W. High Point, N. C.
Harrell, Sadie Marshall Pilot Mountain, N. C.
Henley, Clara Barton Taylorsville, N. C.
Hodgin, Sydnor Gladstone Winston-Salem, N. C.
Hodgin, Joseph Phal Greensboro, N. C.
Jessup, Beulah Elma Rich Square, N. C.
Jonas, A. Garland Lenoir, N. C.
Jones, Blanche Guilford College, N. C.
Lassiter, Henrietta Mechanic, N. C.
Lewallen, Eva Gray Asheboro, N. C.
Lindley, Lulu Ethel Siler City, N. C.
Lindley, May Blanche Snow Camp, N. C.
McBane, Henry Grady Saxapahaw, N. C.
McCracken, Zola Elizabeth Guilford, N. C.
McGee, Frank Germanton, N. C.
Mendenhall, Marian Harland Greensboro, N. C.
Mock, Lena Josephine Clemmons, N. C.
Pancoast, Isabel Purcellville, Va.
Pickett, Lydia A Liberty, N. C.
Outland, Ruth Evangeline Woodland, N. C.
Raiford, Clementine Ivor, Va.
Raiford, Edna M. Ivor, Va.
Redding, Joseph Lyman High Point, N. C.
Robertson, Nina Myrtle White Plains, N. C.
Rudd, Willie Lee Corbett, N. C.
Rush, Alta Gertrude Guilford, N. C.
Seal, Una Ovela Greensboro, N. C.
Shamburger, Anne Christine Star, N. C.
Stone, Grace Elizabeth Thomasville, N. C.
Teague, Eura Ellen Liberty, N. C.
Thompson, Mae Flossie Snow Camp, N. C.
Vogler, Lillian Venus East Bend, N. C.
Walker, Annie Summerfield, N. C.
Ward, Mabel Cornell Rich Square, N. C.
Whitaker, Florence Nina Elkin, N. C.
White, Esther Katherine Chicago, Ill.
White, Marianna High Point, N. C.

FRESHMEN—Continued

White, James Hugh Belvidere, N. C.
White, Fernando Murray Belvidere, N. C.
Whitney, Jean St. Clair East Orange, N. J.
Wilson, Jesse Hertford, N. C.
Winchester, Louise Maud Summerfield, N. C.
Woody, Frank N. Saxapahaw, N. C.
Yates, Elizabeth Winston Guilford College, N. C.
Yow, Novie Nancy Belle Asheboro, N. C.

PREPARATORY DEPARTMENT

Abbiati, Teresa Laurel Branch, N. C.
Andrew, Samuel Ralph Asheboro, N. C.
Barnard, James Anthony Asheville, N. C.
Brown, Jack E. New Bern, N. C.
Calhoun, Ervin Stacy Summerfield, N. C.
Casey, Jesse Frank Goldsboro, N. C.
Clanton, W. Pritchard Charlotte, N. C.
Clegg, Kenneth Guilford College, N. C.
Cox, William Thomas Goldsboro, N. C.
Davis, William Raymond Genoa, N. C.
Dixon, Julia Anna Guilford College, N. C.
DeLancy, Thessie Greensboro, N. C.
Dorsett, John D. Siler City, N. C.
Doughton, Page Guilford College, N. C.
Doughton, Edward George Guilford College, N. C.
Edgerton, Myrtle V. Goldsboro, N. C.
Edwards, Harold William Siler City, N. C.
Elmore, Mary Gray Reidsville, N. C.
Edgerton, Eva Goldsboro, N. C.
Edgerton, Clara Belle Houstonville, N. C.
Farlow, Zelma Leah Guilford College, N. C.
Finch, Willie Mildred Henderson, N. C.
Goldston, Nellie Goldston, N. C.
Hancock, Margaret Greensboro, N. C.
Hartley, Ruth Mildred Ferguson, N. C.
Hester, William Reynolds Skyland, N. C.
Holyfield, Selma Rockford, N. C.
Kallam, Greatice Stoneville, N. C.
Kiser, Lee Edwin King, N. C.
Lindley, Julius Snow Camp, N. C.

PREPARATORY DEPARTMENT—Continued

Mackie, Florence C. Guilford College, N. C.
Marshall, Annie Rooney Westfield, N. C.
Mims, Frank Alexander Asheville, N. C.
McCollum, Mary Ruth Madison, N. C.
McFarland, Earl High Point, N. C.
Patton, Webster Kent Greensboro, N. C.
Pearson, Ruth Hazel Dudley, N. C.
Peele, Lee Franklin Goldsboro, N. C.
Pennington, William Greensboro, N. C.
Pugh, Myrtle Ulalah Asheboro, N. C.
Rayle, Elsie High Point, N. C.
Rayle, Hattie Louise Colfax, N. C.
Rice, William Frank Asheville, N. C.
Rolinson, Charles Rouse Bayboro, N. C.
Smithdeal, Glen Advance, N. C.
Stafford, Ogburn Fletcher Greensboro, N. C.
Stafford, Raymond L. Greensboro, N. C.
Stout, Chalmers Otis Siler City, N. C.
Stratford, Carlyle Charles Charlotte, N. C.
Sundean, Clarence Greensboro, N. C.
Taylor, Joseph D., Jr. Asheville, N. C.
Taylor, Joseph John Danbury, N. C.
Taylor, Luna Danbury, N. C.
Taylor, J. Spottiswood Danbury,N . C.
Tomlinson, Naomi Elwood Thomasville, N. C.
Trotter, J. Paul Charlotte, N. C.
Van Hoy, Wm. Ford Guilford College, N. C.
Walters, Sam W. Siler City, N. C.
Warren, Iva Dunn, N. C.
Williams, Henry Spicer Greensboro, N. C.
Williams, Russell C. Guilford College, N. C.
Woody, Harvey Charlie Siler City, N. C.

MUSIC

Anscombe, Margaret Guilford College, N. C.
Bird, Georgianna Thomasville, N. C.
Blair, Clara High Point, N. C.
Casey, Luby Goldsboro, N. C.
Cloud, Thelma Melinnie Ivor, Va.
Coggins, Leona Maie Guilford College, N. C.
Cox, Ada Tilmont Asheboro, N. C.
Dixon, Julia Anna Guilford College, N. C.

MUSIC—Continued

Elliotte, Beulah Maye Rich Square, N. C.
Elmore, Mary Gray Reidsville, N. C.
Edgerton, Eva Goldsboro, N. C.
Edgerton, Clara Belle Houstonville, N. C.
Farlow, Clara Barton Guilford College, N. C.
Farlow, Zelma Leah Guilford College, N. C.
Finch, Willie Mildred Henderson, N. C.
Goldston, Nellie Goldston, N. C.
Griffin, Mary Ellen Woodland, N. C.
Hancock, Margaret Greensboro, N. C.
Harmon, Kathryn W. High Point, N. C.
Henley, Clara Barton Taylorsville, N. C.
Henley, Anna Maie Guilford College, N. C.
Hobbs, Gertrude Mendenhall Guilford College, N. C.
Hockett, Eula Pleasant Garden, N. C.
Holyfield, Selma Daisy Rockford, N. C.
Jones, Blanche Guilford College, N. C.
Lewallen, Eva Gray Asheboro, N. C.
Lindley, Ruth Guilford College, N. C.
Marshall, Annie Rooney Westfield, N. C.
McBane, Donna Alice Saxapahaw, N. C.
McBane, Vera Joy Graham, N. C.
McCollum, Mary Ruth Madison, N. C.
McCracken, Frances Willard Guilford College, N. C.
McCracken, Zola Elizabeth Guilford, N. C.
Pearson, Ruth Hazel Dudley, N. C.
Raiford, Lulu Ivor, Va.
Robertson, Nina Myrtle White Plains, N. C.
Rush, Alta Gertrude Guilford, N. C.
Stewart, Esther Thomas Laurinburg, N. C.
Taylor, Luna Danbury, N. C.
Tomlinson, Naomi Elwood Thomasville, N. C.
Warren, Iva Dunn, N. C.
Whitaker, Florence Nina Elkin, N. C.
White, Esther Katherine Chicago, Ill.
White, Fernando Murray Belvidere, N. C.
White, James Hugh Belvidere, N. C.
Whitney, Jean S. East Orange, N. J.

MUSIC ONLY

Coggins, Lena Mae Guilford College, N. C.
Lindley, Ruth Guilford College, N. C.

INDEX

Admission
 By Certificate 23
 Table of Subjects Accepted 25
 To Advanced Standing .. 34
Alumni Association 88
Ancient Classical Course .. 40
Astronomy 67
Athletics
 Association 88
 Eligibility Rules 89
 Fields 17

Biblical Literature, Courses in 44
Biblical Seminar 87
Biology, Description of Courses 46
Board, Cost of 97
Buildings
 Archdale 14
 Cox Hall 16
 Church 17
 Founders Hall 13, 101
 Gymnasium 17
 King Hall 16
 Laboratories 17
 Library 15
 Memorial Hall 14
 New Garden Hall 15, 99
 Y. M. C. A. 14

Calendar 3
Chemistry
 Description of Courses 41, 48
 Preparatory Courses 81
 Requirements for Admission 33
Church History 45
Civics, Admission Requirements in 27
Committees
 Advisory 4
 Faculty 10
 Trustees 5
Courses of Study 37
Curriculum 37

Degrees 39
 Awarded in 1917-1918 .. 104
Dietetics 62
Discipline 95
Domestic Science 59-63
Dormitories 13-16

Economics, Courses in 70
Education, Courses in 50
Electives 38
Embryology 47
Endowment 21
English
 Description of Courses .. 52
 English Classical Course 40
 Preparatory Courses in . 78
 Requirements for Admission in 27
Entrance Units, Specifications 27
Equipment 13
Ethics 68
Expenses 97

Faculty 6
Farm 13
Fees
 Athletic 97
 Laboratory 99
 Music 99
French
 Description of Courses .. 54
 Requirements for Admission 30
 Club 86

Geology 57
General Information 103
German
 Description of Courses .. 56
 Requirements for Admission 31

Grading of Students 35
Greek, Description of
Courses 72
Requirements for Admission 31
Groups of Studies 39
Guilfordian 90
Board 87

History
Description of Courses .. 57
Preparatory Courses in .. 79
Requirements for Admission 31
History of the College 11
Home Economics,
Courses in 59-63
Honors 94, 104
Honors Awarded in 1917-18 104
Household Management .. 59-63

Latin
Description of Courses .. 63
Preparatory Courses in . 79
Requirements for Admission 32
Library 15
Literary Club 86
Literary Societies 84
Loan Funds 100
Logic 68

Mathematics 65
Description of Courses .. 42
Preparatory Courses in .. 80
Requirements for Admission 33
Mechanics 69
Ministerial Students 100
Miscellaneous 103
Museum, the 82
Music
Courses in 73
History of 73
Diplomas in 73
Vocal 73, 75
Girls' Glee Club 87
College Chorus 87

New Garden Hall 15, 99

Officers 9
Organizations 84

Pastoral Work 45
Philosophy 67, 68
Physics
Courses in 68, 69
Preparatory Courses in . 81
Requirements for Admission 33
Physiography
Admission Requirements in 25, 33
Preparatory Courses in . 80
Pianoforte 74
Policy 19
Political Science 41, 70
Preparatory School 78
Prizes 104
Awarded in 1917-18 104
Psychology 51, 67
Publications 90

Re-examination 34
Registration
Fee 97
Method 103
Religious Exercises 20
Religious Training 46
Rooms 101

Scholarships 91, 104
Science, Preparatory
Courses 80
Science Club 86
Special Students 34
Standing Committees 5
Students, List of 106
Surveying 67

Trustees, Board of 4
Tuition 97, 99

Y. M. C. A. and Y. W. C. A. 85

Zoology 47

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GREENSBORO PRINTING COMPANY

Officers and Committees of the Alumni Association for 1919-1920

Officers

President ---------- A. Wilson Hobbs
Vice-President ---------- O. V. Woosley
Secretary ---------- Alma T. Edwards
Treasurer ---------- E. J. Coltrane
Registrar ---------- Julia S. White

Committee to Represent the Alumni Association in Matters of College Policy and Endowment

S. Addison Hodgin, chairman; Virginia Ragsdale, Dudley D. Carroll.

Executive Committee

J. C. Hill, chairman, term expires 1920; Jos. D. Cox, term expires 1920; Emma King, term expires 1921; L. Lea White, term expires 1921; R. J. M. Hobbs, term expires 1922.

Trustees of Loan Fund

Mary E. M. Davis, chairman, term expires 1920; Laura D. Worth, term expires 1921.

Literary Committee

S. H. Hodgin, chairman; Emma King, Caroline B. Yates.

Athletic Committee

E. H. McBane, chairman; J. O. Ragsdale, E. G. Shore, W. G. Lindsay.

Campus Committee

Henry Davis, chairman; Mary E. M. Davis, R. J. M. Hobbs.

Reception Committee

Laura D. Worth, chairman; Ruth Coble, Alma Crutchfield.

Christian Work Committee

Clara I. Cox, chairman; Ida E. Millis.

Publicity Committee

E. J. Coltrane, chairman; D. D. Carroll, Lawrence Grisson.

Life Membership Committee

W. P. Henley, chairman; Henry A. White.

Minutes of May Meeting

The Alumni Association of Guilford College met in regular session in Memorial Hall at six o'clock, May twenty-sixth. The meeting was called to order by President Hobbs, after which the roll-call by classes followed.

Reports of Officers and Committees were called for in the following order:

Report of President

During the past year the work of this Association has been directed mainly towards the one purpose of raising money for the endowment of Guilford College. This is exactly as it should be. The only fault has been that we have not done enough in this direction. We must now cast aside everything that can hinder us in this one aim and set ourselves resolutely to the task until it be completed.

The purpose of the endowment is to enable the President to secure and maintain the very best teachers in the faculty that can be found. Everyone who is at all enlightened on this subject knows that a college consists not of buildings and grounds, but of the men and women who direct the spirit of the institution and control the output.

We are sometimes disposed to let teachers work on just as little pay as they can, capitalizing, as it were, their missionary spirit. This is a policy that has been so thoroughly exploded that it need not be considered in any plans for the future. If any person is tempted to count this love of the work as a compensation in lieu of a good salary let him remember that the same kind of work is being carried on in schools and colleges all over the country, and that this work is being better paid for every year. If Guilford is to be what she should be the men and women who are asked to come here to teach must be paid well. If you pay a man $1200 a year he is obliged to do something outside his college duties, thereby causing his classes to suffer. A person who thinks that a man with a family can live on such a salary needs to try it situated as a college teacher. As a rule teachers are public spirited, and are called upon to contribute to all kinds of causes. They must belong to various and sundry organizations all of which

are continually asking for money. They are forced to live in the same expensive manner as persons receiving ten times their pay. This thing has come to a decisive "show down". Either we pay the faculty a decent amount or we drop behind for good.

I am going to run the risk of boring you with some figures, figures which I consider to be the absolute minimum. A man who has been at Guilford long enough to prove himself a success as a member of the faculty and who could have the rank of a full professor should be paid not a cent less than $1800. Younger men without much teaching experience should be paid $1200 to start with and raised automatically to $1500 in three years. At the end of this time the increase might stop unless he were made head of a department, when he would receive the professor's salary of $1800. These figures should be considered as only temporary and should be increased as rapidly as possible.

Suppose that under this system there were twelve departments exclusive of Music and Domestic Science. It would certainly be necessary to have two teachers of English, two in Mathematics and perhaps two in Latin. If the twelve heads of departments receive $1800 and the three associates $1400 each we need $25,800 for the teaching force. If we add the president's salary, this amounts to $28,800 as the least amount a faculty could, in reason, be expected to work for. The expenses of administration, advertising and so forth will bring this amount to $40,000 a year. Suppose we had $300,000 endowment, most of which we had raised right here in North Carolina, it is likely under these circumstances this could easily be increased to $400,000 by outside help. Four hundred thousand dollars at 5 per cent. would yield $20,000 a year and enough more could be raised from tuition to bring the yearly income within striking distance of the expenses.

This is not too idealistic. It has got to come and we might just as well begin right now to hasten the day. Our immediate job is to get $200,000. When we do that, the rest will come without any trouble and Guilford will be able to make a start at least towards a career of usefulness, hitherto shut off from her by poverty.

Let me ask what is the special task to which a college must address itself. Is it not the building up in men and women that attitude of mind which enables them to meet the issues of the day squarely and decide them on their merits, basing their judgment on an accurate knowledge of the past and an understanding of

scientific laws? Besides thus fitting a man for a more complete employment of his surroundings for his own enjoyment, a college training should make him glad to go the second mile. In so far as the college fails to destroy the grasping self-asserting spirit in those who come under its influence that far it fails in its own special mission.

We are getting an inkling these days of the tremendous revolution which we may expect sooner or later in the industrial life of the world. It seems to me that the time is not far off when profits must cease to be the sole incentive to business and the welfare of all persons involved will count for more than it has in the past. The laboring people are issuing the most powerful challenge to modern society that has ever been dared by any similar class in the world's history.

I mention these things in the hope that we may see, before it is too late, the boundless opportunities ahead for an institution which will give heed to the questions at hand and not allow itself to be hedged in by a slavish adherence to the idea that what has been is right.

The thing that appeals to me is that we work out our own destiny right here in our own field. If we raise this money ourselves we thereby serve notice that we are ready and willing to back up our ideas by deeds. If we fail it means that we have not yet seen the light and prefer to see our college struggle along in debt, hampered forever by lack of the merest necessities rather than part with what would be a small amount of money if we could all come together on this thing.

The picture in my mind that makes me willing to give of my small means is a Guilford free from debt and free from the danger of debt, with a strong faculty permanent as possible, each one bending to the task of turning out men and women who are really trained; a campus made beautiful and kept so, in order that people may catch the zeal for a beautiful landscape everywhere; a new athletic field behind Cox Hall where the unsightly, fly-breeding cattle barn now stands, the same to be removed to more distant parts; athletics to be used for exercise, physical training and pleasure and not as an excuse to boast in the press that the championship of something has been wrested from villainous enemies. This is the picture I see and this ideal has more power to extract money from me than anything that has ever come into my life.

Money is the thing that Guilford needs most of all right now and I am particularly anxious that the Alumni shall oversubscribe its quota.

In my opinion we can safely trust matters of college policy to President Binford and the Trustees. I feel complete confidence that they can be depended upon to work out a good system provided we back them up, right now with money, but always with our deepest interest and carefully thought-out suggestions.

In questions of this nature we are always led back to prime motives. For example, why should we struggle along to support a small college where there are so many large ones well equipped to do the work? The answer is very clear to me. If all higher education should be turned over to large universities it would not be long till a centralizing process would take place and we should get a stereotyped, dictated kind of training approaching the German system; and if there is any one thing in this world that has failed it is the German method of producing citizens.

Guilford is one of the long established schools in North Carolina which somehow throughout all the lean years has never lost sight of the ideal of its founders of sound genuine work. This ideal has, of course, never been fully realized but it has always been present and many are the students who have felt its forward pull.

There will be more need now than ever before in the new world which is bound to arrive from the ashes of the old, for men and women who have been trained to look beyond their own interests and in an unostentationus way to seek the welfare of all mankind.

I have said these things because I know what kind of a Guilford we should all take pride in. It lies within our power to make this dream come true.

A. W. HOBBS.

Committee on Athletics Report

The great object of the Athletic Association of Guilford College in the fall of 1918, was to hold as best she could Guilford's place in college athletics until her athletes should return from the war.

In football only one varsity man was back, but after Coach Doak had put the new material through a few weeks' hard practice, Guilford met the heavy eleven of the State College in a hard fought game. Influenza interfered with the remainder of the football schedule.

In basket ball a team had to be selected from entirely new men. Later in the season one old man returned, and indications were that Guilford would make a creditable showing in this popular game. After having played one game, one of our best players was suspended, thus crippling the team to such an extent that it failed to recover. A number of close games were played, defeating Davidson, an old rival, who had won over one of the strongest teams in the State. The excellent spirit and conduct of the players established very friendly relations with all colleges of the State.

In baseball no former players were back, and a team had to be formed from inexperienced players. In the midst of the season mumps and measles broke out among the members of the team, preventing the usual eastern trip. The strong team from the State College was defeated early in the season. The team made a good showing on the South Carolina trip, and on the whole, the prospects for the coming year are very encouraging. With the boys cut down to an average of about 50, and in the face of a debt left over from the preceding year, nevertheless, the financial record of the closing year leaves a condition very favorable for the opening next fall. One step forward in college athletics is shown by the fact that each college of the State has agreed to send a representative to Durham, N. C., October 1, 1919, to form an Inter-Collegiate Athletic Association for the purpose of arranging schedules, eligibility rules, guarantees, etc.

Guilford will maintain her high standard in athletics, and the hearty co-operation of the Alumni will be of great assistance.

J. GROVER CARROLL,
For the Committee.
O. V. WOOSLEY, Chairman.

Adopted

Report of Executive Committee

The Executive Committee has had three meetings during the year.

The meeting in March was largely a discussion of how to help further the campaign for increased endowment for the college and to interest the Alumni more largely in the college.

This meeting was also for the purpose of making nominations for the annual election of officers, and ballots were sent out by the Treasurer.

At the meeting in April plans were made and committees appointed to have charge of Alumni Day at Commencement. We felt that the Alumni should realize the great part they could play in the upbuilding of the college and that the college is looking to them for hearty support and enthusiasm in all it endeavors.

The result of the election is as follows:

President, A. W. Hobbs.
Vice-President, O. V. Woosley.
Secretary, Alma T. Edwards.
Treasurer, E. J. Coltrane.
Registrar, Julia S. White.
Member of Executive Committee, R. J. M. Hobbs.
Member Board of Trustees, W. E. Blair.
We recommend the following appropriations:
For Guilfordian, $95.00.
For Alumni Dinner, $50.00

ANNIE F. PETTY,
Chairman Committee.

Report of Extension Work Committee

The religious life at Guilford this year has been different in but few particulars from that of other years. The unsettled conditions due to the war situation and to the influenza epidemic during the fall has, of course, affected the whole life of the college. In my judgment, however, student activities have been less confused at Guilford than at other colleges where training corps have been maintained. The two Christian Associations have held their regular meetings with fair attendance and in both these organizations Bible Study and Mission Classes have been supported. No series of meetings has been conducted, though outside speakers have been secured when practicable. In addition to the required course in Biblical Literature, two elective courses in Bible have been offered in the college curriculum.

In March the State Student Volunteer Conference met at Guilford as guests of the student body and faculty. This meeting attended by about 200 college students was a most enthusiastic and inspiring one.

The students subscribed about $700 to the War Work Fund,

besides making some contributions to the Friends' Reconstruction Work.

ALMA T. EDWARDS,
For the Committee.
CLARA I. COX, Chairman.

Accepted.

Registrar's Report

To the seventy-one blanks which I sent out, there came back the unlucky thirteen, so there are still fifty-eight of our alumni who do not put themselves on file. No class is complete since 1912, and the break begins just after the worthy first class—i. e. the break begins in 1890.

The classes which are complete are 1889, 1893, 1895, 1902, 1905, 1906, 1907, 1908 and 1912.

Unless the Registrar happens to know of marriages among us, these go unrecorded. Would it not be a nice thing to make it a point to report this matter to the Registrar and make sure of accuracy.

To those who receive these blanks year after year and pay no attention to them we take this opportunity to urge you to answer the next before it gets lost and show a little loyalty to your fellows.

JULIA S. WHITE, Registrar.

Report of Reception Committee

As chairman of the Reception Committee, I beg to report that at the instigation of President Binford and of the Executive Committee of the Association our committee planned a get-together dinner for alumni, old students, faculty and trustees of the college, the purpose being to further interest in and loyalty to the college. This dinner was held in the dining room of Founders' Hall on May 26th with an attendance of one hundred and seventy persons and at an expense of $115.00. $50.00 of this expense was met by the Association and appears as an item in the Treasurer's report.

Respectfully submitted,
LAURA D. WORTH, Chairman.

Report of Loan Fund Board

6-1-1918—Outstanding Notes on hand	$540.00
6-1-1918—Balance on deposit, Amer. Ex. Nat. Bank	200.43
4-16-19—Rec'd payment in full Dorsett Note	10.00
5-8-19—Rec'd payment in full Morris Note	50.00
5-26-19—Rec'd interest on Notes Payable	30.68
5-26-19—Rec'd interest on Bank Deposits	5.61
5-26-19—Rec'd payment 1918-1919 Appropriations	100.00
6-1-19—Total amount on Deposit Savings Dept.	$396.72

Owing to the unusual conditions prevailing no loan was made to a student this year.

Respectfully submitted,

LAURA D. WORTH Sec.-Treas.

Audited and found correct.

R. J. M. HOBBS,
HENRY DAVIS,
Committee.

The Loan Fund Board requests the Association for an appropriation of $100.00 this year.

5-26-1919. LAURA D. WORTH for Com.

Audited and found correct.

R. J. M. HOBBS,
HENRY DAVIS,
Committee.

Treasurer's Report

May 27, 1918—Cash balance on hand		$259.95
Received from belated 1918 dues		2.00
Accrued interest to April 1, 1919		7.50
Received from dues 1919		200.00
June 1, 1918—Paid W. H. Fisher Co., for Guilfordian	$93.10	
August 10, 1918—Paid W. A. Barber Printing Company for 500 letters	2.25	
Dec. 19, 1918—Paid W. H. Fisher Co. for Alumni Bulletin	57.50	
April 18, 1919—Postage sending out ballots, letters, etc.	11.80	
May 15, 1919—Paid Laura D. Worth for 1919 Alumni Dinner	10.00	
May 15, 1919—Paid S. A. Hodgin notices for Alumni Dinner	15.66	
May 26, 1919—Paid W. A. Barber Printing Company for ballots, letters, cards	23.00	
May 26, 1919—Paid Laura D. Worth Students' Loan Fund	100.00	
May 26, 1919—Balance deposited with American Exchange National Bank	31.58	
Wachovia Bank & Trust Co., High Point	78.42	
Cash on hand	46.14	
	$469.45	$469.45
Amount on hand May 26th, 1919		$156.14

E. J. COLTRANE, Treasurer.

Audited and found correct.
R. J. M. HOBBS,
HENRY DAVIS,
Committee.

Report of the Publicity Committee

By the time this is read it will probably be a commonplace to say that 1918-19 has been one of the most trying years in the history of Guilford. With the nation bending every energy to the winning of the world war, it was difficult to interest young people in the unexciting task of self-development even in those cases where they were not required by the government to enlist for service. The policy of the nation with reference to the training of the younger men in the draft took the form of the Student Army Training Corps. This automatically solved the problem of student attendance for those institutions which established such a corps. Guilford, however, true to its principles of non-militancy refrained from participating in the organization, but expressed its desire to help in bearing the burden of suffering and hardship in any way consistent with its traditions. This is a necessary preface to the statement that the college suffered in the public prints because the activities of the S. A. T. C. attracted major notice in college circles the past year. Guilford more than did her part in every campaign for relief and uplift, and received such publicity as was supplied to the papers. This was not as regular as it should have been, owing, perhaps, to the failure to provide regular and systematic channels for supplying such information to the newspapers of the State. We need to recognize that there must be a regular channel—always warmly interested in getting real news to the papers, if we are to achieve the results in this connection that we desire. The policy of certain institutions in reporting frivolous and trifling incidents should impress us with the importance of evading certain kinds of publicity quite as much as seeking to get before the people news in harmony with our purposes as an institution.

Without doubt, the finest publicity which has come to Guilford in recent years has been in connection with the present campaign for endowment. The Friends of North Carolina have for the first time been brought to understand that Guilford is their college and the only agency through which the Yearly Meeting can provide itself with the saving element of trained leadership.

Our course still is and should continue to be a modest seeking after the medium between no publicity and the blatant blowing which disgusts thinking people. With a regular, interested agency, probably connected with the Guilfordian staff, which sends real

news and avoids manufacturing something out of nothing just in order to have space, we shall have all the publicity we need.

Respectfully submitted,

Report adopted. DUDLEY D. CARROLL, '07, Chairman.

Report of the Committee to Represent the Alumni Association in Matters of College Policy and Endowment.

An oral report was submitted by the chairman of this committee to the effect that while no meeting of the committee had been called, the individual members had made an effort to co-operate with the college in matters pertaining to the work of the committee.

The reports of all committees were accepted. Under the head of new business the motion prevailed that the Committee to Represent the Alumni Association in matters of college policy and endowment should continue. A motion was carried that a committee of three be appointed to consider how the Alumni Association may be made more effective. This committee is to submit its report to a called meeting of the Executive Committee which is hereby entrusted with power to act.

The Class of '19 was next received into membership, after which followed a general discussion of how the Association could inspire more interest in its members. The feeling was expressed that at these regular meetings, our members should make a greater effort to come in touch with all present, and that when changes of address occur during the year the Registrar should be notified at once of such changes.

Adjourned.

A. W. HOBBS, President,
ALMA T. EDWARDS, Secretary.

ALUMNI

Class of '89

Robert H. Cronk, B. S. ---------- Pickering, Ont.
Joseph Moore Dixon, B. S. ---------- Missoula, Mont.
Edward B. Moore, B. S. ---------- Siler City, N. C.
Robert Cromwell Root, B. S.; A. M., Leland Stanford,
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*Lola Stanley Moore, A. B.
*Lucius A. Ward, B. S.
*Campbell White, B. S.
Florina Worth, B. S.; Mrs. R. B. John ---------- Maxton, N. C.

Class of '90

John T. Benbow, A. B. ---------- Winston-Salem, N. C.
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Genevieve Mendenhall, B. S.; Mrs. A. W. Blair,
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David White, A. B. ---------- Greensboro, N. C.
H. Herman Woody, A. B.; A. B., Earlham--- Guilford College, N. C.

Class of '91

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Greensboro, N. C.
Julia S. White, B. S. ---------- Guilford College, N. C.
Arthur Lyon, B. S. ---------- High Point, N. C.
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Elisha D. Stanford, B. S. ---------- Little Rock, Ark.
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Edwin M. Wilson, A. B.; A. M., Haverford -------Haverford, Pa.
Laura D. Worth, B. S. ----------Guilford College, N. C.

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James P. Parker, B. S. ----------Blue Ridge, N. C.
Elwood O. Reynolds, B. S. ----------Whittier, Cal.
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High Point, N. C.
Cora E. White, B. S.----------Belvidere, N. C.
Elbert S. White, B. S. ----------Belvidere, N. C.

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Hiram B. Worth, B. S. ----------Greensboro, N. C.

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Norris Rush Hodgin, A. B. ----------Greensboro, N. C.
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Dudley, N C.
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Leroy Miller, B. S. ----------Linwood, N. C.
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Lucile Bryan Hall, Music ----------Collinsville, Ala.

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Thomas Fletcher Bulla, A. B. ----------Asheboro, N. C.
Jennie Pumroy Bulla, A. B. ----------Sophia, N. C.
Lillie Elliotte Bulla, A. B. ----------Sophia, N. C.
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Rufus H. Fitzgerald, A. B. ----------Univ. of Tenn., Knoxville, Tenn.
Elvannah L. Hudson, A. B. ----------Magnolia, Md.
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A. Grant Otwell, B. S. ----------Woodland, N. C.
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Elva Virginia Strickland, A. B. ---------- Battleboro, N. C.
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Alpheus Folger Zachary, B. S. ---------- Bahama, N. C.

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Anna Laura Davis, A. B.; Mrs. Shaw McArthur ---- Parkton, N. C.
George Columbus Dees, A. B. ---------- Grantsboro, N. C.
Mary Arilla Frei, B. S. ---------- Archer, Fla.
Kinnie Thayer Futrell, A. B. ---------- Greensboro, N. C.
William Graham Gilchrist, B. S. ---------- Laurinburg, N. C.
George Alexander Hartman, A. B. ---------- Farmington, N. C.
Grace Hughes, A. B.; Mrs. C. E. Browne ---------- Brandon, Fla.
Henry Crawford Jackson, B. S. ---------- Guilford, N. C.
Paul Strayer Kennett, A. B. ---------- Liberty, N. C.
Annabella King, A. B. ---------- High Point, N. C.
Nancy Era Lasley, B. S. ---------- Guilford College, N. C.

Eugene Harris Marley, A. B. ----------Greensboro, N. C.
Mary Mendenhall, A. B. ----------Summerfield, N. C.
Callie Irene Nance; Mrs. Guy Smitherman ----------Troy, N. C.
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Bryant Smith, A. B.; LL. B., Univ. of Col. ----------Boulder, Col.
George A. Short, A. B. ----------R. F. D., Wilson, N. C.
Hugh A. Stewart, Jr., A. B. ----------Laurinburg, N. C.
Ulysses Grant White, A. B. ----------Germanton, N. C.
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Mary Alma Crutchfield, A. B. ----------Guilford, N. C.
Martha Rebecca Doughton, A. B. ----------Greensboro, N. C.
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Alfred Brown Finch, B. S. ----------Trinity, N. C.
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Eilene Lewis, A. B. ----------Hendersonville, N. C.
Silas Jerome Lindley, A. B. ----------Y. M. C. A., Norfolk, Va.
Edgar Holt McBane, A. B.----------Greensboro, N. C.
Samuel S. Nelson, A. B. ----------Greensboro, N. C.
Paul Schoolfield Nunn, A. B. ----------Winston-Salem, N. C.
Earl Whittier Pearson, A. B.----------Dudley, N. C.
Matthew White Perry, B. S. ----------Durant's Neck, N. C.
Cathline Marion Pike, A. B. ----------Liberty, N. C.
Ernest Grady Shore, B. S. ----------East Bend, N. C.
Sarah Olive Smith, B. S. ----------Yorkville, S. C.
Wm. D. Webster, B. S.; B. S., Haverford, Kentucky Military Institute, Lyndon, Ky.
Clara Louise Worth, A. B. ----------Maxton, N. C.
Mary E. M. White, A. B. ----------Guilford College, N. C.

Wm. A. White, Jr., A. B.; A. B., Haverford, Guilford College, N. C.
Pearle Annie Younts, A. B.; Mrs. E. H. McBane--Greensboro, N. C.

Class of '15

Joseph Robert Brown, A. B. ----------Woodland, N. C.
Maude Lee Culler, A. B. ----------Rock Creek, N. C.
Burtie Ellen Dix, A. B. ----------Westfield, N. C.
Blanche Dixon, A. B. ----------Elkin, N. C.
Mary Doan, A. B.---------47 N. Irvington Ave., Indianapolis, Ind.
Kathryn Ella Dorsett, A. B. ----------Louisburg, N. C.
Mabel Arlene Edgerton, A. B.; Mrs. Borden-----Goldsboro, N. C.
Gladys May Highfill, A. B. ----------Liberty, N. C.
Louetta Ellen Knight, A. B. ----------Guilford College, N. C.
Alma J. Lassiter, A. B. ----------Mechanic, N. C.
Cleta Patterson, A. B. ----------Burlington, N. C.
Carl Watson Stewart, B. S. ----------Trenton, Tenn.
Joseph Densmore Wood, B. S.; B. S., Haverford,
Biddle St., Wilkinsburg, Pa.

Class of '16

F. Royster Blaylock, B. S. -------1105 Adam St., Wilmington, Del.
Harrell Budd, A. B. ----------Siler City, N. C.
Josephine Vestal Coble, A. B. ----------Liberty, N. C.
Willis Lester Coggins, B. S. --------120 E. 9th St., Winston, N. C.
Laura Etta Davis, B. S. ----------Jamestown, N. C.
Bessie Ava Guthrie, A. B. ----------Snow Camp, N. C.
Clifford R. Hinshaw, A. B. ----------Battleboro, N. C.
Charles T. Lambeth, B. S. ----------Greensboro, N. C.
Floy Catherine Lassiter, A. B.; Mrs. Wheeler, Walnut Cove, N. C.
Milton P. Mason, A. B. --------241 E. 152nd St., New York, N. Y.
C. Robert Mitchell, A. B. ----------Reidsville, N. C.
Fred H. Morris, A. B. ----------Kernersville, N. C.
Thomas G. Perry, A. B. ----------Langley, S. C.
Archibald L. Riddick, B. S. ----------High Point, N. C.
Thomas B. Semans, B. S. ----------Uniontown, Pa.
Troy R. Short, A. B. ----------Greensboro, N. C.
Phoebe Gertrude Worth, A. B. ----------High Point, N. C.
Caroline Ballinger Yates, A. B. ----------Woodland, N. C.
James F. Yates, Jr., B. S. ----------Guilford, N. C.

Class of '17

Hazel Armstrong, A. B. ----------Hobgood, N. C.

Ruth Coble, A. B. ----------Haverford, Pa.
J. H. Beeson, A. B. ----------Randleman, N. C.
Ed. B. Carroll, A. B. ----------Mizpah, N. C.
Jesse B. Stanley, A. B. ----------Guilford College, N. C.
Rhesa Newlin, A. B. ----------Winston-Salem, N. C.
Mary Ina Shamburger, A. B. ---Randolph-Macon Institute, Danville, Va.
Ethel Speas, A. B ----------Laurinburg, N. C.
Lyndon Stuart, A. B. ----------Snow Camp, N. C.
I. T. Valentine, A. B. ----------Spring Hope, N. C.
Maud Lassiter, A. B. ----------Mechanic, N. C.
Grace Taylor, A. B. ----------Danbury, N. C.
Sallie McGehee, A. B.; Mrs. B. L. Hardison, Rt. No. 1, Box 47 Washington, N. C.
*Ezra Moore, A. B.

Class of '18

Deborah Mary Brown, A. B. ----------Pleasant Garden, N. C.
Agnes Marie Clegg, A. B. ----------Guilford College, N. C.
*Gertrude Darden Cronk, A. B.
Elbert William Fort, A. B. ----------Fork, S. C.
Lawrence Grissom, A. B. ----------Greensboro, N. C.
Ira Hinshaw, A. B. ----------Randleman, N. C.
David H. Jackson, B. S. ----------Chapel Hill, N. C.
John Benbow Jones, A. B. ----------Winston-Salem, N. C.
Beatrice Lewallen, A. B. ----------Asheboro, N. C.
James Warren Mitchell, B. S. ----------Huntingdon, W. Va.
Addie Irene Morris, A. B. ----------Kernersville, N. C.
Totten Zella Moton, A. B. ----------Albemarle, N. C.
Bernice Elizabeth Pike, A. B. ----------Albemarle, N. C.
Ellen Tabitha Raiford, A. B. ----------Hendersonville, N. C.
Joseph Gray Reddick, A. B. ----------Trinity, N. C.
Anderson Jones Smith, B. S. ----------Black Creek, N. C.
Samuel Clement Smith, A. B. ----------Guilford College, N. C.
Leah Ellen Stanley, A. B. ----------Salemburg, N. C.
Ruth Rebecca Stanley, A. B. ----------Lumberton, N. C.
Chester M. Sutton, A. B. ----------Summerfield, N. C.

Class of '19

Clara Blair ----------High Point, N. C.
Georgianna Marie Bird ----------Thomasville, N. C.
Ruth Coltrane ----------Sophia, N. C.

Vivian McGee Hayworth; Mrs. H. N. Williard ..Jamestown, N. C.
Gertrude Mendenhall Hobbs Guilford College, N. C.
Eula Eugenia Hockett Pleasant Garden, N. C.
Roger Clinton Kiser King, N. C.
Clarence Monroe Macon Climax, N. C.
Hobart McKinley Patterson Burlington, N. C.
Katherine Brittain Smith Summerfield, N. C.
John Gurney White Guilford College, N. C.
Joseph Dixon White Guilford College, N. C.
Hervie Nicola Williard High Point, N. C.

Honorary Members

L. Lyndon Hobbs, elected 1910 Guilford College, N. C.
Mary M. Hobbs, elected 1910 Guilford College, N. C.
Priscilla B. Hackney, elecetd 1911 Greensboro, N. C.
J. Elwood Cox, elected 1912 High Point, N. C.
H. Louisa Osborne, elected 1913 Guilford College, N. C.
J. Franklin Davis, elected 1914 Guilford College, N. C.
*John Van Lindley, elected 1914 Pomona, N. C.
Raymond Binford, elected 1914 Guilford College, N. C.
Eula Dixon, elected 1914 Snow Camp, N. C.
Gertrude W. Mendenhall, elected 1915.....Greensboro, N. C.
Mary M. Petty, elected 1915 Greensboro, N. C.
William A. Blair, elected 1915 Winston-Salem, N. C.
Robert N. Wilson, elected 1917 Durham, N. C.

Life Members

William Penn Henley
Dora Bradshaw Clark
Charles D. Benbow
Henry A. White
Henry Davis
Julia S. White
Agnes King
Brown Finch

* Deceased.

Guilford College Bulletin

PUBLISHED QUARTERLY BY GUILFORD COLLEGE,
GUILFORD COLLEGE, N. C.

Entered at Guilford College, N. C., as second-class matter under act of Congress July 16, 1894.

VOLUME XII NINTH MONTH, 1919 Extra No.

RELIGIOUS EDUCATION AND BIBLICAL COURSE

Guilford College is undertaking to meet the needs of North Carolina Yearly Meeting for a place to train its leaders and workers. The following outline gives some idea of what we will offer during the coming year. This work will be enlarged if the demands for it grow. The specific training of our people for Christian service should consist first of all in a study of the Bible. In addition to this they should have an introduction to the religious literature outside of the Bible; to church history, to organization for church work, to the Sunday school, missionary and social service movements.

Exhaustive investigation along these lines should be carried on in theological seminaries, or in private study. All our workers, however, have a systematic introduction to this great body of Christian literature and Christian effort and that is what the College is proposing to do, with the hope of inspiring our young people to devote their lives to a high and holy calling.

RELIGIOUS LIFE OF THE COLLEGE AND DEPARTMENT OF RELIGIOUS EDUCATION

Guilford College a Christian College.—Guilford College is a Christian College. It was founded by the Society of Friends, and is part of the activity of the church. The College exists for the church as well as for the community.

Throughout its history the College authorities have ever regarded their work as Christian service.

We have regarded education as something more than the knowledge of facts. We have aimed at the development of personality. No personality is complete without God and Christ. We therefore keep before us the spiritual needs of the students. We are not satisfied with setting high ideals before our students. We systematically present Christ as the Savior of the world. We aim that Guilford College shall be a school where young people shall not only receive sound scholarship, but Christian training.

We have pleasure in presenting a bulletin showing in some detail our Religious Life and our courses in religious instruction.

Daily Chapel.—Each morning the students assemble in the auditorium for a brief devotional service.

The addresses vary in character, but not infrequently direct spiritual instruction is given by various members of the Faculty or by visitors.

Y. M. C. A. and Y. W. C. A.—The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889, and have a membership embracing practically the entire student body. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the College. Joint meetings of the two Associations are held Sunday mornings. The Y. M. C. A. meets in the assembly room on the lower floor of the Y. M. C. A. Building and the Y. W. C. A. has a room in Founder's Hall especially devoted to its use. A number of outside activities are conducted by committees appointed from these organizations.

Bible classes are held Sunday morning which are led by upper classmen and in which a majority of the students are enrolled. Weekly mission study classes are also conducted. The Associations yearly send delegates to the interstate convention and to the Student Conferences at Blue Ridge.

Committees are appointed by the Associations to meet new students on their arrival and give them every possible assistance. The Associations publish each summer a handbook of information about the College which is especially useful to new students. The social affairs of the College are in the hands of committees appointed by the Associations which work in conjunction with the faculty social committee.

Around the Y. M. and the Y. W. C. A. the religious life of the

College centers and from them radiates a Christian influence which penetrates every phase of College activity.

The Biblical Seminar.—The Biblical Seminar was organized in the spring of 1910. At its meetings, which are held every two weeks, discussions take place on topics dealing with religious and social work. In recent years the negro problem, moral and religious conditions in the mill districts, and the problem of the rural church have been studied.

Department of Religious Instruction.—Various courses are offered in the Bible Department. These classes are conducted as regular college courses, and credit is given for the work. The various members of the faculty who conduct these courses are consecrated Christian men, whose chief concern is the development of the Christian character.

Biblical Literature.—The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetical writings during the Fall term. The Spring term is devoted to the study of the four Gospels. Four hours a week. One year. Required of all students in their Junior or Senior year.

The Hebrew Prophets.—This course is designed to give the student an introduction to the personalities, methods and accomplishments of the Hebrew prophets. Commencing with the Book of Judges, the development of Monotheism and Judaism is traced until the Restoration. The prophet is shown to be a man of his own age as well as a man of God. The historical situation is determined when possible and the permanent spiritual message is examined. Text-book, lectures and reports. Four hours a week. Fall term. Not given 1919-1920.

Life of Christ.—A reverent scholarly examination of the Life of Lives. Burton and Stevens' Harmony of the Gospels is used. Open to all students of college standing. Four hours a week.

The Apostolic Church.—In this course a study is made of the Acts and Epistles. The development of Christian thought is traced from the time of Pentecost to the end of Paul's missionary labors. Lectures, assigned readings, and reports. The class is conducted on the seminar method. Three hours. First term.

The History of the Christian Church.—This course takes up in turn the epochs of the Christian Church from the close of the Apostolic period down to the end of the seventeenth century. Various

historic interpretations of Christianity are studied in detail, including particularly the Greek, the Latin, the Lutheran and the Quaker conceptions. Lectures, assigned readings and reports. Seminar method. Three hours. School term.

COURSES IN PRACTICAL RELIGIOUS WORK

This will be a two hour course and will deal with the problems of every day work that confronts church leaders. It will take up such topics as the message for the age, the functions of the Leader, Pastoral and Evangelistic work and perhaps include some elementary work in the systematic preparations and arrangements of religious talks and personal work.

Rural Problems.—This course is intended to be an investigation of the various religious, social, educational and economic problems of the rural community. It will consider the difficulties from the point of view of the community,—not simply that of the pastor. The course will be open to all students. It will be largely discussional. The majority of Friends live in rural communities, and we shall thus be discussing situations that actually exist in our home communities. Three hours per week.

Elementary Bible Study.—A course for Preparatory Students. Designed to give a knowledge of the Bible. This will supply a felt need. The Sunday school does not have sufficient opportunity to systematically instruct the youth in the contents of the Holy Scriptures. Four hours a week.

Bible School Work.—We hope to establish courses having for their object the better training of Sunday School Workers.

Among the subjects discussed will be the History of the Sunday School, Value of the Sunday School, Management, Modern Methods, Training of Teachers, Relation of Bible School to Community, Relation of Bible to Church. Three hours per week.

Greek New Testament.—This course is given to second and third year Greek students as part of the regular courses in Greek. Translation and explanation of the Greek text of selected readings from the New Testament. Four hours per week. Second half year.

Practical Pastoral Work.—Eligible young men can usually find an opportunity to devlop gifts in the ministry by serving near by meetings.

Guilford College Bulletin

Interchurch Number

Entered at Guilford College, N. C., as second-class matter under act of Congress, July 16, 1894

VOLUME XII 1920 No. 3

PURPOSE

This number of the Bulletin sets forth the relation of Guilford to the Interchurch World Movement and the Forward Movement of Friends in America.

During the past year Guilford College has been carrying on a campaign to raise two hundred thousand dollars. This effort has now been merged with the above-mentioned Movements in order to obtain much greater things for our College and to place it in the position of usefulness and power that naturally belongs to it.

READ THIS BULLETIN AND GET AN UNDERSTANDING OF THE PLAN

THE INTERCHURCH WORLD MOVEMENT

For the first time in the history of the Christian churches of North America they have ascended the mountain top and cast their eyes over the whole world. The Surveys have revealed the marvelous blessings which Almighty God has vouchsafed upon the efforts of His Church but they have also revealed the magnitude of the unfinished task and the inadequacy of the efforts which the church has as yet put forth. These Surveys stand before the Christian church as the greatest challenge it has ever faced since it received the Great Commission.

The church can meet this challenge only as it pours forth its life and its resources. Its young men and women can respond to the Macedonian call of this modern world only as the church shall send them forth. The dedication of its wealth is as truly an act of worship as the dedication of its young life. God is calling upon the church to lay both upon His altar at this crucial hour. This Financial Ingathering in which we are about to participate should be an unparalleled expression of the spiritual power of the Christian church. As stewards of the boundless resources which God has entrusted to us in these days we are now to give account of our stewarship—Commission of Financial Ingathering at the Atlantic City Conference.

DEFINITION—The Interchurch World Movement is a voluntary affiliation of evangelical denominations for the purpose of accomplishing their missionary, educational and beneficent work at home and abroad.

THE FORWARD MOVEMENT OF AMERICAN FRIENDS

The Forward Movement of the Five Years Meeting of the Society of Friends in America is an effort to undertake unitedly to carry out, in terms of the Quaker message, Quaker personality and Quaker money, endued with spiritual power, a program that will adequately meet the present challenge of the world to the Society of Friends. This is to be done in connection with and in collaboration with the Interchurch Movement.

BUDGET

The Budget of the Society of Friends in the Interchurch World Movement is as follows:

For General Church Activities (including educational maintenance fund of $200,000)	$1,000,000
For Endowments for Colleges	$3,000,000
For Endowments for Academies	250,000
For Maintenance of Board of Education	25,000
	$4,275,000

THE GENERAL BUDGET

The General Budget of $1,000,000 includes the $200,000 maintenance fund for colleges and academies. This $1,000,000 will be apportioned down to the meetings in the various Yearly Meetings.

THE EDUCATIONAL BUDGET

The Educational Budget of $3,275,000 ($25,000 of which is for the use of the Board of Education) is to be raised from voluntary gifts. Every pledge card will afford opportunity to give to this Educational Budget. All are invited to direct a portion of their gifts to this Educational Budget.

DIVISION OF ENDOWMENT

The $3,000,000 endowment for colleges is to be divided among the eight colleges according to the attendance of the students in college classes.

DISTRIBUTION OF ENDOWMENT ON BASIS OF INCREASED COLLEGE ENROLLMENT

			Amt. Finally Distributed
Earlham	500 equals	5-18 of $3,000,000	equals $800,000
Penn	300 equals	3-18 of $3,000,000	equals 500,000
F. U.	250 equals	2.5-18 of $3,000,000	equals 475,000
Guilford	200 equals	2-18 of $3,000,000	equals 330,000
Whittier	175 equals	1.75-18 of $3,000,000	equals 280,000
Wilmington	175 equals	1.75-18 of $3,000,000	equals 280,000
Pacific	100 equals	1-18 of $3,000,000	equals 175,000
Neb. Cen.	100 equals	1-18 of $3,000,000	equals 175,000

The enrollment of each college as given above provides for a reasonable growth. The distribution of Funds is made on the basis of enrollment of *college* students.

THE DISTRIBUTION OF ENDOWMENT FOR ACADEMIES

The $250,000 Endowment for academies is to be divided among nine academies according to the following standard adopted by the Council of Church Boards of Education, viz:

Oak Grove	$50,000
Oakwood	20,000
Friendsville	60,000
Spiceland	55,000
Fairmount	35,000
Vermilion Grove	
Friendswood	10,000
North Branch	10,000
Greenleaf	10,000

DIVISION OF MAINTENANCE

The $182,000 maintenance for colleges and the $18,000 maintenance for academies are to be divided among these institutions as follows:

For Colleges				Maintenance
Fordham	500 equals	5-18 of	$180,000 equals	$50,000
Penn	300 equals	3-18 of	180,000 equals	30,000
F. U.	250 equals	2.5-18 of	180,000 equals	25,000
Guilford	200 equals	2-18 of	180,000 equals	20,000
Whittier	175 equals	1.75-18 of	180,000 equals	17,500
Wilmington	175 equals	1.75-18 of	180,000 equals	17,500
Pacific	100 equals	1-18 of	180,000 equals	12,000
Neb. Cen.	100 equals	1-18 of	180,000 equals	10,000
				$182,000

For Academies	Maintenance
Oak Grove	$3,000
Oakwood	1,000
Friendship	3,500
Spiceland	3,000
Fairmount	2,000
Vermilion Grove	1,500
Friendswood	1,500
North Branch	1,500
Greenleaf	1,000
	$18,000

Those who are not connected with the administration of a college or who do not know of the literature on the subject of college management may wonder how we determine the money needed by any institution. This is no longer guess work in American institutions of higher learning. The Association of American Colleges after years of study by experts has adopted the following standard:

Personnel	"Minimum" College	"Efficient" College
Students	100	500
Faculty	10	50
Income		
From endowment or gifts (exclusive of receipts from tuition or fees)	$30,000	$165,000
Assets		
Campus and Buildings	300,000	$900,000
Equipment	50,000	85,000
Endowment	600,000	3,300,000

GUILFORD AT PRESENT

Endowment	Income	Equipment	Plant	Col. Stud.
$200,000	$11,000	$15,450	$240,000	145

GUILFORD AFTER SUCCESS OF PRESENT EFFORTS

Endowment	Income	Equipment	Plant	Col: Stud.
$530,000	$30,000	$15,500	$240,000	240

GUILFORD OF THE MORE DISTANT FUTURE

Endowment	Income	Equipment	Plant	Col. Stud
$1,600,000	$80,000	$60,000	$500,000	300

OBSERVATIONS

Guilford's income, outside of tuition and fees, is only about one-third the income of the "minimum college." Our equipment is less than one-third and the college students number 45 more than the attendance of the "minimum college." Is it not a remarkable accomplishment that the management of the college should succeed in placing Guilford in the class "A" list of colleges in spite of these financial handicaps?

We should further observe that the objective of the present movement is to bring the college up to the standard of the "minimum college" in every point except equipment.

Guilford of the more distant future should have an endowment of $1,600,000. The library, laboratories and other teaching materials should be greatly increased. King Hall should be completed at a cost of $100,000 and a gymnasium to meet the needs of our students would cost a like sum. This is a task that should be completed within the next five years.

This would make it possible for us to secure and hold a faculty of the first rank and an enrollment of three hundred students of college rank would be an easy matter. Indeed it would be necessary for us to limit the attendance to hold it down to that.

MEETING A CRISIS

On May 25th, 1918, Guilford College launched a campaign to raise $200,000. Much interest was manifested but many things interfered. There was a change in the administration. The war with its manifold problems was still on. The epidemic of influenza broke out in the early fall. In spite of all this, the work of organization was carried forward and literature sent out. Canvassers were in the field from January 12th to April 10th, 1919. Health conditions and the financial depression following the signing of the

Armistice made it impossible to cover the field. During the summer and early fall the administration with its limited force was engaged in the maintenance of an efficient faculty and the student campaign. During last November and December the solicitation of the alumni was pushed with vigor, and in January the canvas of the members of the Friends' Church in North Carolina was completed.

As a result of the work so far $84,393.61 have been subscribed at a cost of $3,860.17 only a little more than 4½ per cent and this in face of the fact that 1600 subscriptions were secured. The accomplishment of the task at so low a cost is certainly a remarkable piece of work and shows the loyalty of our friends in the ready response and in their willingness to give time and labor to the effort.

The "Old Students" not members of the Alumni Association, and many successful financiers in North Carolina from whom we may expect contributions have not yet been reached. Our friends outside of the state have not been adequately solicited. What shall we do about it?

During the past year a new force with marvelous possibilities has entered the field. The Friends' Forward Movement and the Interchurch World Movement of North America are carrying forward an educational and evangelistic effort together with a proposed financial ingathering the like of which the Christian church has never known. As a Christian college, Guilford is to share in the benefits of this movement.

If this movement succeeds Guilford will receive not $200,000.00 but $350,000.00 in addition to the $84,000.00 already subscribed. Let us work and pray and talk for the success of this great movement.

FORWARD

The hour has arrived to take a long step ahead in financing Guilford College. Your college has been doing creditable work heretofore. Even though the resources have been woefully inadequate, we have held a position in the front ranks of the southern colleges.

Other colleges in North Carolina are being adequately financed. Every friend of Guilford should give as liberally as possible, so that she may be able to maintain her place among these colleges.

ONE HUNDRED PER CENT GUILFORDIAN

In view of the foregoing facts and information, it would seem accurate to conclude that a One Hundred Per Cent Guilfordian will be the person who gives to the limit of his or her ability at

this time of all times. Never before were the circumstances more favorable. Never was the co-operation so fine. On the other hand, never was the response of the individual more important. Co-operation is accomplished by faithfulness and promptness of individuals. If each Guilfordian will be a "One Hundred Per Center" this great enterprise for Guilford College will be an accomplished fact by May the second, 1920.

THE HOW OF IT

The Interchurch World Movement is so thoroughly organized that every member of an evangelical protestant denomination is to be canvassed during the "Drive" April 25th to May 2nd. Also everyone with a protestant background, even though he be not a member. There are more than 30,000,000 such.

You will be solicited for a contribution to the United Budget of the Interchurch World Movement of which the $330,000 endowment and the $20,000 Maintenance Funds are a part.

If a member of any denomination, be sure to make a part of your gift to education and direct such gift so that it will reach the treasury of your own college. To accomplish this, you need only to direct that your educational gift be turned over to the Educational Fund of the Forward Movement of the Society of Friends.

AMERICAN EDUCATION

America's ruling passion is for education. Almost all the people share it. The laws of all the states require some school attendance. Our total investment in school plants, elementary and higher, exceeds $3,500,000,000. We spend for education annually $1,000,000,000.

The rate of increase in school enrollment is many times greater than the increase in population. There is an unprecedented attendance at our schools—with the exception of normal schools—this first year since the World War.

In itself, education is neither good nor bad. It becomes one or the other in accordance with its content and motive. William Von Humboldt, the first Prussian minister of education, with Hegel, Treitschke, Neitzs he, and others used education to create, maintain and strengthen Prussian militarism. Education so used is like a sharp two-edged sword threatening the life of the world.

This passion for learning, this investment, this high motive, bring to the churches a responsibility unique and heavy. These powerful agencies and all their processes must be Christianized. We must make our people good, as well as wise, powerful and rich. The churches must implant in the hearts and consciences of their members and of all our people the fundamental truth that "the soul of education is the education of the soul." The spirit of the Master Teacher must be present in our schools.

This unique opportunity centers in the fact that all America's

potential leaders are enrolled in these schools. In our day the "self-made" leader is so rare as to be negligible. If the churches are to have a stream of leaders going forth into the world ministry, lay and professional, they must come forth from schools permeated with the spirit of Jesus. Our schools are now the formative centers of our civilization. This civilization may be made Christian by our schools, as Germany's civilization was made military by her schools.

A large majority of America's institutions of higher learning were founded by the churches. Even today, although the state exercises great authority, in education a majority of these institutions are organically related to churches. The investment in these denominational colleges and universities is more than half the total investment in higher education reported by the Bureau of Education.

CHRISTIAN EDUCATION

Is there such a thing as Christian Education as set over against another sort of Education? If so, what are its distinguishing characteristics?

Answering the first of these two qusetions one must say emphatically "YES!" The world has just been treated to an exhibition of un-Christian education in the behavior of Germany in precipitating the Great World War. It is to be regretted that the Allies have not been able to manifest a contrasted type of education in the settlement of that war.

Answering the second question one must say that the distinguishing characteristics of Christian Education compared with the other sort are that while the latter causes the one educated to regard the world as a place from which to get, the former teaches its possessor to view the world as a place to which to give. The one produces "getters," the other produces "givers." In other words, Christian Education causes men to view the world from Christ's point of view. Christian Education is never dogmatic, but always progressive, always constructive.

The Christian College stands for Christian Education in a positive, aggressive way. Not that other colleges are un-Christian; but they do not have the same privilege of being positively, constructively and aggressively Christian; to consider the development of Christian character as a prime part of their work.

The Christian College must be supported. The State or tax-supported school has its undoubted place; but it can never do the work of the Christian or so-called denominational school. From the Christian College must continue to come, as they always have come, the leadership and also the "followership" for the forces of Righteousness in the world.

GUILFORD COLLEGE BULLETIN

VOLUME XII
NUMBER 4



February
1920



A GLIMPSE OF THE CAMPUS, WITH THE LIBRARY, KING HALL AND NEW GARDEN HALL IN THE BACKGROUND

Entered at Guilford College, N. C., as second-class matter under Act of Congress, July 16, 1894

WHY GO TO COLLEGE?

1st. *To get your growth.* Can a colt do the work of a horse, or a boy do the work of a man? Can a person with an undeveloped mind accomplish the task of one with a trained mind? Your mind needs training as does your body. There is no substitute for a college education to provide mental training.

2nd. *It is your privilege.* America to-day offers its youth an unparalleled opportunity. The time was when a college education was the exclusive privilege of the clergy and nobility. Any normal American youth who *will* may to-day secure a college education. This generation can offer you what no previous age has been offered: the treasures of the accumulated experience of the human race. With the aid of well-equipped modern laboratories we can help you to feel at home amid the mysteries of God's great world. Crown your life with the understanding that only a college training can give you.

3rd. *You need a college education* to mature your judgment, your knowledge, your capacity; to open to you doors of opportunity that must be forever closed if you deny yourself the treasures that continued education can give you. The chief places in politics, business, professional life, or social life can only be filled by those who have the necessary qualifications. Education is not a luxury; it is a necessity. You *will* occupy that position in the nation and in life for which you *fit* yourself. Why be satisfied with something inferior when you may have something superior?

On a Pullman car in the west a group of men, each under forty except one, so rough with life's adventure that no one could guess his age, were discussing the essentials of a successful man. The college man came in for censure. He was pronounced foppish, vain, lazy, sissy-like, unfit. Finally the one who had been loudest in his denunciation of college training appealed to "Old Grizzly" for his opinion. By this stroke he figured to annihilate the advocate of higher education. The old man replied: "Gentlemen, I am a Wyoming rancher and employ hundreds of men. The college men ride more miles on the range, round up more cattle, save more of the herd, and show more loyalty to the owner than any other class of men who have roped a steer in the northwest."

WHY GO TO GUILFORD COLLEGE?

It is important that one should choose one's college wisely. The best conditions for good work are not necessarily in the largest institutions. The best college is the one that supplies the wisest guidance and draws out most completely the student's capacities. Consider the claims of Guilford College.

I. *It is a College of High Standards.*—Young people cannot afford to spend the irrevocable days of youth in a weak college. One should choose a college noted for thoroughness of scholarship, simplicity of purpose and sincerity of life—one with a reputation for hard work and high standards. This has been the reputation of Guilford College throughout its history.

II. *It is a Well-Equipped College.*—Nine brick buildings furnish room for efficient student work and comfortable living. The laboratory equipment has been pronounced good by inspectors and it is being improved year by year. Healthful conditions of life, a beautiful campus and an ideal location add to the physical conditions necessary for the best work.

III. *It is a Small College* of about 250 students. There is here offered the largest opportunities for self-expression. A new student is not lost amid a multitude of upper classmen who monopolize the student activities. The classes are not large, and one therefore comes in close and personal touch with members of the faculty. They become your friends and comrades.

IV. *It is a Co-educational College.*—America is a land of co-educational schools. Co-education is distinctively democratic. It is not satisfactory for boys and girls to grow up separately. Foolishness and sentimentalism is overcome by working together on important tasks. Guilford is the oldest co-educational college in the South. Through nearly a century of successful experience we have proved that, with proper regulation, co-education is the ideal system. It perpetuates the home-like life and atmosphere throughout the college days. Old Guilford students will tell you that their days on our campus were among the happiest of their lives.

V. *It is a Christian College.*—America is a Christian nation. To be truly American one should seek to live under Christian influences. Under the care of the Society of Friends, yet strictly unsectarian in all its ways, Guil-

ford endeavors to give a Christian culture and to develop Christian manhood and womanhood. To accomplish this purpose the faculty is carefully chosen.

VI. *It is Your College.*—If you live in the northern part of the Piedmont section of North Carolina you should consider Guilford your college and seek to build up the institutions for higher learning in your part of the state. A thriving college means a great deal to the life of any community or section of the country. The natural territorial influence of a college is measured by a radius of about fifty miles. If you are a Friend it is peculiarly your college, as it is managed by Friends. In many ways we may say to North Carolinians, it is your college; use it.

HOW THE COLLEGE CAME TO BE

The Yearly Meeting of Friends in North Carolina was organized in 1698. Both in faith and practice the Friends are the most democratic people in our great democracy. The right of every individual to participate in all meetings for business and worship make it extremely desirable that all should be well informed. For this purpose New Garden Boarding School was established and opened to boys and girls alike in 1837. Out of this school came Guilford College, which began its work in 1888. The excellence of New Garden School, its thorough instruction and high moral tone, had laid a good foundation for a college of like ambition for modesty and genuineness and breadth of scholarship.

In spite of the poverty and discouragement that followed the Civil War and hampered all activities, the friends of Guilford College were able to add to the material equipment and to remodel and adjust it to the changing needs until we now have nine modernly equipped brick buildings, with a wisely selected library and well equipped laboratories.

One unique feature in the college plant is found in New Garden Hall, built by the women of the North Carolina Yearly Meeting. This building furnishes a comfortable home for girls who desire to lessen their living expenses and at the same time learn better ways of economical household management.

The founders of the original school selected as a location a farm six miles west of Greensboro. By extension of the original tract, the real estate in land was brought up to three hundred acres. A larger part of this tract is cul-

tivated as a dairy farm. The campus includes about thirty acres, and is well covered with native trees. A portion of the campus is set aside for athletic fields.

More significant than the buildings and equipment have been the men and women who have served the college throughout its history. They have been of the highest integrity and excellent scholarly attainments, men of vision dominated with the spirit of service who have stamped their fine Christian character upon the lives of the thousands of young men and women who have come within their influence on the Guilford campus.

THE PURPOSES OF GUILFORD COLLEGE

Every institution for higher learning should have some definite purposes in view for the students who come to its halls. There are medical schools, law schools, agricultural schools, etc. The names of these institutions tell what they propose to do for their students, that is, to prepare them for some definite profession or occupation. The college, however, does not say that it is preparing any one for any trade, profession or business. It offers courses in science, language and history, courses that tell us what the human race has known, thought and done. For what then does this prepare young men and women? It prepares them for citizenship. It helps them to understand people. College prepares one for a place in society. Universities and technical schools prepare for a trade or profession. The college lays the foundation for fine living, lays the foundation on which to build a profession and a life. The college assumes that it is highly important to know a great deal about human life and human achievements before undertaking to work out a career which must deal with human beings at every turn of the road.

Guilford College maintains those laborious courses in arts, science and literature which time has shown will bring out the finest qualities of the mind and character, and which introduce the student to the best thought of all countries and all times and inspire him with the noblest purposes and engender within him the spirit and power of a leader, a hero.

"It takes a soul to move a body. It takes the ideal to blow a hair's breadth off the dust of the actual."

Guilford College, however, is not unmindful of the specific needs of our young people and does offer some special courses in teacher training, home economics and training for religious work. Also in the more general courses in

political science, biology, chemistry and physics, especial attention is given to the relationship of these subjects to daily life.

"To be at home in all lands and all ages; to count nature a familiar acquaintance, and art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket, and feel its resources behind one in whatever the task he undertakes; to make hosts of friends among men of one's own age who are to be leaders in all walks of life; to lose one's self in generous enthusiasm, and co-operate with others for common ends, to learn manners from students who are gentlemen, and form character under professors who are Christians—these are the returns of a college for the best four years of one's life."

DEPARTMENTS OF INSTRUCTION

We set forth briefly below the different departments of instruction offered at Guilford College. For an account of the courses in each department consult the catalogue, which will be furnished upon request.

BIBLICAL DEPARTMENT.—We believe in the Bible. No culture is genuine without Christianity. What's the sense in a person knowing all about Crito or Odoacer and not knowing Paul, or reading the Gallic Wars and knowing nothing of the difference between Judaism and Christianity? We specialize in the Bible. If you are thinking of becoming a minister, a missionary, a social worker or an efficient Sunday school teacher, Guilford College can meet your needs. Our catalogue will give you a full list of the courses in Biblical literature and in practical religious work.

DEPARTMENT OF BIOLOGY.—Students are interested to know of the marvelous life in the plants and animals with which they are surrounded. All want to know of the laws of growth and the life histories of living things. Biology is the study of life and is taught by the first hand study of living things in the laboratory and the field. Students are also introduced to the laws of heredity and the problems of organization in the individual and in society and the state.

DEPARTMENT OF CHEMISTRY.—Courses are offered in General, Qualitative, Quantitative, Organic and Food Chemistry. The work will lay a broad foundation and will give thorough training to those wishing to pursue still higher work in Chemistry. The courses offered are adequate for those wishing to enter medical courses or to enter industrial Chemistry. The laboratories are well lighted and ventilated and are equipped with all necessary apparatus for any ordinary chemical work.

DEPARTMENT OF EDUCATION.—Guilford has for some years offered work in Education and has sent out some of the most efficient teachers in the state. Plans are being made, however, to specialize in the training of high school teachers, as there seems to be a great need for training in this field. The work will be in charge of one of the leading high school men in the state and one who has been exceptionally successful in developing a strong corps of

teachers in the school of which he has been principal. Guilford is offering the high school graduates who are considering teaching a rare opportunity along this line.

DEPARTMENT OF ENGLISH.—What can English *do for you?* High school students will rejoice to know that the required work in English at Guilford consists simply in the writing and in the reading of literary gems! One aim of the department is to develop in the college student the ability to express his unspoken thoughts, his moods, and his personality. During the Freshman year the student is trained to write correctly, logically, and artistically. The second aim of the department is to throw wide open the golden gates of literature, and to reveal a realm of words and enchantment. Thus as by magic, the student receives a glimpse of that past which noble men have made precious, not only by leaving us lofty ideals, but also by showing us the glory of the commonplace. Through sharing the thoughts of Shakespeare, Milton, Shelby, and Arnold, we may take their dreams and make them true.

DEPARTMENT OF GREEK.—Greek a dead language! No, indeed. You use pure Greek words all the time, hundreds and hundreds of them, and thousands of common words are of Greek derivation. Our Professor Davis is a splendid old gentleman, as rich in wisdom and graces as he is in years. He is a master of the world's best literature. He loves his Greek, and which is more, he is an unconventional teacher who loves young people more. He can give you the treasures of Homer and Thucydides, and teach you to read the New Testament in the original.

DEPARTMENT OF LATIN.—Have you ever heard the statement that the study of Latin is useless because it is a dead language? Do you know that more than half of the words in your English dictionary are Latin and that you cannot carry on even the most ordinary conversation without speaking Latin? In the realms of literature and poetry, words of Latin origin are in abundant use, and in such professions as law, medicine, and engineering, a knowledge of Latin is absolutely essential to a successful understanding of terms.

Furthermore, our civilization rests upon that of Greece and Rome, and we must turn to the past to understand the present or to prophecy the future. To this may be added that the intelligent study of Latin throws light upon the study of language in general and lays an excellent foundation for all grammatical study.

DEPARTMENT OF MODERN LANGUAGES.—Instruction is offered in French, Spanish and German. The purpose of this department is to teach the student to read, write and speak these languages with ease and accuracy and, through a study of the literature, to give not only a knowledge of the world's masterpieces, but also an understanding of the customs, habits and characters of the people with whom we have to deal in modern times.

The head of this department has just spent a year in France studying and collecting material for the improvement of the work in French.

DEPARTMENT OF GEOLOGY.—A well chosen collection of minerals and fossils supplies the college with a good equipment for the course in Geology which gives one a good knowledge of the history of the earth and the changing forms of life that have inhabited it.

DEPARTMENT OF HISTORY.—"In order to understand the present you must know the past, for the roots of the present lie in the past." The study of history is not a tedious perusal of the dead and dusty past, it is an inspection of the constantly changing conditions of the living organism of human society. In our classes in history, diplomacy and political science, we try to put ourselves back in the past so as to see the events as they happened. We observe the "growing pains" of the body politic, and seek the causes of its disorders and growth. You'll like history as we teach it at Guilford College.

DEPARTMENT OF HOME ECONOMICS, or THE SCIENCE OF THE HOME.—"The home is the most important of all institutions; therefore, of all the arts, those pertaining to home making are the most important and of all the sciences those which find their application in the home, making us intelligent about the home and its needs, are the most significant."

Realizing the truth of the above statement, Guilford offers to its students the advantages of a four-year course in Home Economics. These courses are designed to give practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home or to equip them for teaching the subject.

The laboratories are large, attractive and well equipped. Exhibits held throughout the year emphasize to the students taking the work, as well as to visitors, the practical and educational value of the work done in this department.

MATHEMATICS DEPARTMENT.—The Mathematics Department offers the following courses for 1920-1921:

1. Algebra
2. Trigonometry
3. Geometry
4. Analytic Geometry
5. Calculus
6. Surveying
7. Astronomy

The Mathematics Department offers the very best instruction in its mathematics courses. Mathematics students are classified in small groups. The instructors are earnest, enthusiastic, experienced specialists in their work. The mathematics instructors give private assistance outside of regular class hours without extra charge.

The Mathematics Department needs you at Guilford College. You need the efficient instruction in mathematics as given by the Mathematics Department of Guilford College.

DEPARTMENT OF PHYSICS.—A general course in Physics is offered to Sophomores who have completed Freshman Mathematics. The apparatus for this course, for both demonstration and laboratory, is ample and well chosen. Each year two or more courses in advanced Physics are given which are open to all students who have completed the first year's work. An interesting part of the laboratory is the wireless telegraph station, which has been considerably enlarged and improved since the close of the war.

DEPARTMENT OF POLITICAL SCIENCE AND ECONOMICS.—The work in this department is designed to give students an understanding of the principles underlying present-day political and economic life and to bring students in touch with current history. Class debates and discussions are held and students are assigned special topics upon which to prepare reports to be given in class. Observation trips to factories and various social institutions are taken whenever possible. It is the purpose of this department to make more intelligent and consequently better citizens.

DEPARTMENT OF MUSIC.—Excellent opportunities for the study of music, both piano and voice, are offered, and work in these departments is of a high order. Careful supervision of practice periods and special individual

attention enable students to continue their study independently or to teach the branches studied. Such courses are offered as tend to cultivate the taste, develop the mind, and elevate the ideals.

The work of the college chorus is much to be commended, and all students, whether in the music department or not, have the privilege of becoming members of this organization.

PREPARATORY DEPARTMENT

Two years of high school work are offered by the College. This is to provide an opportunity to those who do not have a high school in their home communities. The boys in this department live in a building in which arrangements are made to meet their special needs and where they can receive the proper assistance and guidance in carrying forward their work in a most efficient manner.

ATHLETICS

A gymnasium, tennis courts, volley ball court and baseball and football field and a track for field work provide in an ample manner for the recreation of the students. A director for the boys and one for the girls plan the games with a view to the best physical development and proper relief of the young people from their class room work.

Many successful teams have represented the college in inter-collegiate contests.

The college opens Tuesday, September 7th, 1920.

The new catalogue will soon be published and will be mailed on request. Send in your application now.

All letters and inquiries directed to

THE PRESIDENT

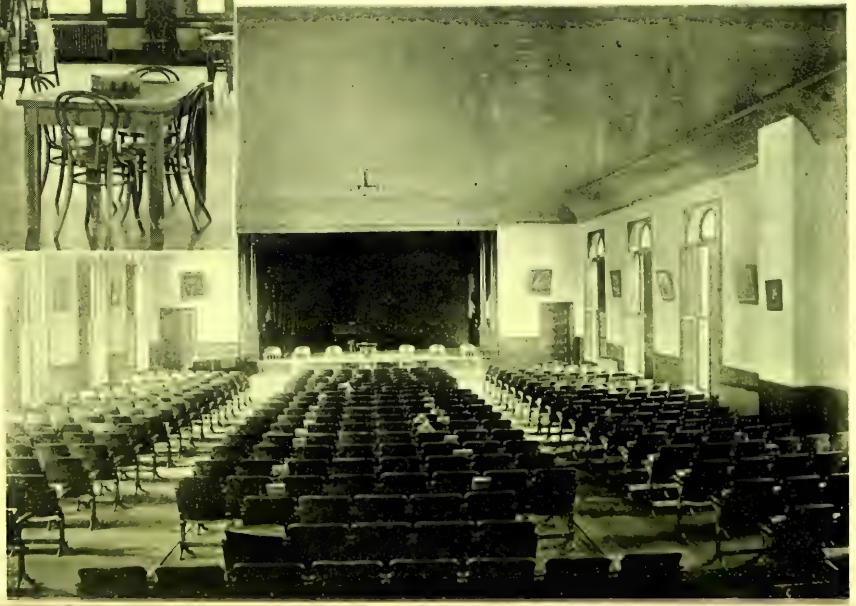
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